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ABSTRACT

Topics of papers presented at the Mid-South Educational Research Association (MSERA) 1992 meeting include: learning; teacher education; culturally-diverse students' performance on Torrance Tests of Creative Thinking; school improvement; at-risk students; attitudes; holistic scoring of writing samples; handicapped students; black education; reading; administration; the MSERA; science; research methodology; whether funding inequities produce educational disparity in Alabama; counseling; parent involvement; finance and educational vouchers; mathematics; applied research using Q-methodology; testing and instruction; teacher assessment; inservice teacher education; teaching educational research in computer laboratories; postsecondary issues and programs; curriculum; intercollegiate athletics and higher education; reading and career education; the arts; early childhood education; learning styles; vocational education; English education; American Psychological Association learner-centered principles; an integrated media environment for publishing teacher education student projects; gender issues; gifted students; stress; writing and publishing; development and language; the Mississippi Alliance for Minority Progress; microcomputers; parent education; graduate study; instructional grouping; adult education; statistics; health education; retention; and drug education. The MSERA constitution and bylaws and lists of MSERA presidents and award winners are included. (RLC)

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PROCEEDINGS OF THE TWENTY-FIRST ANNUAL MEETING OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
GORDON E. KENNEY, ASSISTANT EDITOR
LORRAINE ALLEN
ELIZABETH WELCH

NOVEMBER 11-13, 1992
KNOXVILLE, TENNESSEE

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MSERA OFFICERS, DIRECTORS, AND EXECUTIVE SECRETARY

1992

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MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of the University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the mid-south and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

ACKNOWLEDGEMENTS

The 1992 Annual Meeting marks the beginning of the third decade of such meetings for Mid-South Educational Research Association. MSERA is an organization of which its members can be proud. The size of our membership and the large number of submissions for presentation at the Annual Meeting testify to the valuable role MSERA serves in the regional research community. This year saw the completion of the organization of the MSER Foundation. Progress was continued toward the establishment of a research journal through selection of editors and the institution to publish the journal.

The spirit of MSERA has been manifested in many ways this past year. The number of members who were willing to actively participate in the activities of the organization through service on committees has been very gratifying.

The elected members of the Board of the Association and the appointed committee chairs have devoted their time and energies unselfishly to the well-being of the organization. Some offices and committees have been more demanding than others, but all are necessary for the smooth functioning of MSERA. The firm commitment of those in leadership and decision-making roles to the best interests of MSERA has been evident throughout the year. I shall always value having had the opportunity to be associated with these individuals at this level.

There are some individuals whose contributions to MSERA this year deserve special recognition. Diana Lancaster has functioned efficiently throughout the year as Secretary-Treasurer and sought to improve the services of her office to the membership. Vice-President/President-Elect Rob Kennedy has willingly taken on any responsibilities that were asked of him. Executive Secretary Harry Bowman's activities and guidance have been invaluable. The success of the annual Meeting is a reflection of the efforts of Program Chair Nan Lintz and the energy and enthusiasm of Local Arrangements Chair Pattie Davis-Wiley. The dedication of John Petry, editor of the Proceedings, and Dwight Hare, editor of the Researcher, also merit special thanks.

I cannot conclude without recognizing the support of my institution during my years of service to MSERA as editor and officer, and the encouragement for Knoxville to serve as the site for the Annual Meeting. My colleagues and the administration at my institution have been most supportive. A special word of thanks to Rosa Kennedy, who has taken on numerous responsibilities whenever the need arose during the preparation for the Annual Meeting.

It is with pleasure that I take this opportunity to express my appreciation to the organization for bestowing on me the honor of serving as President this year. It has been a memorable year in many ways.

Judith A. Boser
MSERA President, 1992

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ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

WEDNESDAY, NOVEMBER 11, 1992

8:00 a.m. - 4:00 p.m. **Registration** ..... **Lobby**

8:00 a.m. - 8:50 a.m. **New Members' Reception** ..... **Kentucky Room, Lower Level**

9:00 a.m. - 9:50 a.m. **LEARNING (Discussion)** ..... **Henry Knox**

Presider: Robert S. Calvery, Southside (AR) School District

Presenters: "ACADEMIC BEHAVIORS OF COLLEGE STUDENTS AS A FUNCTION OF AGE, GENDER, ACADEMIC MAJOR, AND CLASS"

Kara D. Mahan, Craig H. Jones, Ashley E. Green, and John R. Slate, Arkansas State University

Recent research indicates that college students do not adequately perform many necessary academic skills. To date, however, research has focused on narrowly defined groups (i.e., incoming freshmen, teacher education majors). This study was conducted to survey the academic behaviors of a broader range of college students and to examine the relationship between academic behaviors and students' age, gender, major, and class.

Subjects were 314 students at a medium-sized state university in the mid-south. Students were drawn from an intentional sample of courses selected to represent a wide range of academic majors and class levels. Academic behaviors were surveyed with the Study Habits Inventory (SHI). A demographics sheet asked students to provide their birth date, gender, major, educational level, and cumulative grade point average.

Results showed that students typically engaged in only 53.5% of the behaviors surveyed by the SHI, exhibiting academic strengths and weaknesses highly consistent with those found in previous research. Performance of appropriate academic behaviors was significantly correlated with GPAs. Academic behaviors varied as a function of age, gender, and class, but did not vary as a function of academic major.

"ACADEMIC BEHAVIORS OF A SAMPLE OF COLLEGE STUDENTS ENROLLED IN AGRICULTURE"

Nelvia C. Agnew, John R. Slate, Craig H. Jones, and David M. Agnew, Arkansas State University

The future supply of agricultural scientists and technicians is projected to be inadequate to meet the needs of agricultural industries and government agencies. Therefore, retaining students in agricultural programs is important. This study was designed to explore the relationships among student demographics, academic behaviors, locus of control, and motivational orientations in agriculture students.

Participants were 149 agriculture majors at a mid-southern university. A cluster sample was selected to ensure representation of all agricultural specializations. Participants completed a survey comprised of demographic information, Study Habits Inventory, Academic Locus of Control Scale, and Educational Participation Scale.

Participants responded appropriately to approximately 50% ($M = 32$) of the study skills items. Study skills were positively correlated with GPA ($r = .43$). Analysis of variance showed a difference in study skills between freshmen ($M = 28$) and seniors ($M = 34$). Academic locus of control ($M = 12.5$) was negatively correlated ($r = -.45$) with GPA. Analysis of variance found a difference in locus of control between seniors and freshmen with freshmen being more externally oriented than were seniors. Motivational orientations emphasizing Social Relationships and External Expectations were correlated with GPA ($rs = -.16$ and $-.17$, respectively).

Applications of these findings to intervention programs designed to increase student retention are suggested.

"DISTRIBUTED STUDY, COGNITIVE STUDY STRATEGIES, AND APTITUDE ON STUDENT LEARNING"

Donald J. Dickinson, Debra O'Connell, and Jody Dunn, University of Tennessee

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The time spent using the study strategies of reading, reviewing, and organizing were compared with the distribution of study time (metacognitive strategy) and aptitude in determining total test points earned in a four-week course. In addition, the independent variables were also compared to the amount learned in the course, based on the difference between a pre- and posttest of achievement. The subjects were college juniors who were education majors.

None of the cognitive study strategies were significantly related to total test points earned in the course or amount learned. However, distributed study was significantly related to total test points and to amount learned. Aptitude, as measured by the American College Test (ACT), was significantly related to total test points earned in the course but not to amount learned. An analysis of high and low scorers found high scorers to spend significantly less time studying, especially reading, and have more episodes of study of shorter duration than did the low scoring group. They also had higher ACT scores.

9:00 a.m. - 9:50 a.m. **TEACHER EDUCATION (Discussion).....James Polk**

Presider: Arlene Amos, Choctaw County (MS) Schools

Presenters: "THE UTILIZATION OF EXTINCTION, VARIABLE REINFORCEMENT, AND TIMEOUT FOR TYPICAL DISTRACTIVE AND DESTRUCTIVE STUDENT BEHAVIORS"

Mitylene Arnold and Joan C. Carson, University of Mississippi, and Marcus Simmons, Lafayette County (MS) Schools

Elementary students typically pose these classroom behavior problems: (1) inappropriate timing of questions, requests, or actions; (2) inability to remain seated; (3) inability to control talking; (4) inability to work well with other students, share, or accept classmates' needs for attention; (5) need to control by bossing or telling on others; and (6) inattentiveness. This paper describes a field-tested model intervention plan as used by regular and special education teachers for a student who exhibited all of these distractive and destructive behaviors, although out-of-seat behavior was deemed the most distractive behavior and, thus, was the single behavior targeted for intervention.

Baseline data were collected for 26 days on the subject (10-year-old male, SLD classification). Twenty-eight days of treatment and observation followed. Strategies used included verbal praise, activity rewards, physical contact, and peer support as reinforcers and extinction and timeout for inappropriate behaviors.

Observation data indicated that immediately following inception of treatment, the student's out-of-seat behavior dropped dramatically, and there was generalization to other related behaviors. Intervention details, data, and implications for application will be presented.

"WIN-WIN DISCIPLINE: PREPARING TEACHERS AND ADMINISTRATORS TO COPE WITH STUDENT BEHAVIORISM"

Jack Blendinger, Linda Cornelious, Vincent R. McGrath, and Lucinda H. Rose, Mississippi State University

This study presents the latest findings of a research-writing project intended to prepare preservice teachers and administrators to cope with student discipline. The study covers the project team's work from the spring of 1991 to the present. Experiences gained in designing and implementing a theoretical-based student discipline model that unifies current research and literature on the subject into an easy-to-understand approach will be shared with session participants.

The research strategy used in the study was the case study method. The study's focus was on training future teachers and administrators to establish safe, orderly classroom and school environments in a real-life context.

Findings indicate that preservice teachers and administrators benefit from the training provided by the project. Responses of project participants over a two-year period are significantly positive.

"BELIEFS REGARDING CLASSROOM MANAGEMENT STYLE: THE DIFFERENCES BETWEEN PRESERVICE AND EXPERIENCED TEACHERS"

Nancy K. Martin and Beatrice Baldwin, Southeastern Louisiana University

Ideas regarding the nature of appropriate and inappropriate behaviors and how to control them vary among teachers and can play an important role in the nature of classroom management. The purpose of this study was to investigate the differences between the beliefs of experienced and preservice teachers regarding classroom management. Within this study, classroom management is defined as a multi-faceted process that includes three broad dimensions -- person, instruction, and discipline.

Data were collected from 100 preservice teachers and 100 experienced teachers via the Inventory of Classroom Management Styles (ICMS), Rotter's I-E Locus of Control Scale, Sixteen Personality Factor Test, and demographics. The ICMS represents a major revision of Tamashiro's (1980) Beliefs on Discipline Inventory, consists of 25 forced-choice items, and considers each of the three dimensions of classroom management. Beliefs were classified on a continuum that reflects the degree of teacher power over students (Wolfgang & Glickman, 1980). The continuum is categorized into three segments - noninterventionist, interactionist, and interventionist.

Data were analyzed utilizing an analysis of variance. Significant differences were found regarding a variety of variables for both total scores and subscores.

9:00 a.m. - 9:50 a.m. **PERFORMANCE OF CULTURALLY DIVERSE STUDENTS ON THE TORRANCE TESTS OF CREATIVE THINKING (Symposium) .....Alvin York**

Organizer: Anjoo Sikka, Mississippi State University

Presenters: "OVERVIEW"

Creativity is a complex construct that could be explained in terms of personality factors, psychological processes, products (outcomes), and press (reaction to environmental factors). A variety of definitions related to these approaches have emerged leading to several measures of creativity. The Torrance Tests of Creative Thinking (TTCT) are widely accepted and recognized as being culture fair because the open-ended nature of the test permits students to respond in terms of their own experiences and backgrounds.

This symposium will focus on culturally diverse students' responses to the verbal and figural forms of the TTCT will be analyzed, with emphasis on creative strengths, subtest scores, and frequency of no responses in each cultural group.

"DEALING WITH NONRESPONSE ON THE TTCT (FIGURAL) AMONG HISPANIC RESPONDENTS"

David T. Morse, Mississippi State University

As part of a study on creativity and talent, 89 Mexican and Mexican-American students, grades four to seven, attending a Catholic school in Mexico, were administered the TTCT-figural, Form A. English was the principal language for instruction, and all directions and responses were in English. Instances of nonresponses on the TTCT were sufficiently frequent that several strategies were compared using a criterion of highest correlation with other measures of originality, creativity, or talent. Ignoring nonresponse appears not to be the optimal strategy.

"CREATIVITY OF AFRICAN-AMERICAN STUDENTS ON THE TTCT (VERBAL AND FIGURAL)"

Roselyn G. Golovin, Mississippi State University

A study was conducted on enhancing creativity among African-American students as a function of classroom structure and levels of originality. TTCT (figural and verbal) were administered to 159 fifth-grade students in northeast Mississippi. Students' responses were scored with standard norms, and incidence of no responses were noted. Some suggestions for modifying the administration of TTCT with this sample include: testing in small groups, altering time limits of the test, providing alternate directions, and flexibility in standards for acceptable answers (TTCT-verbal).

"RESPONSES OF AFRICAN-AMERICAN STUDENTS ON THE TTCT (FIGURAL)"

Anjoo Sikka, Mississippi State University

A study was conducted with 101 African-American students from a school in northeast Mississippi to determine the effect of three creativity training techniques on TTCT (figural scores). It was observed that instances of nonresponses were high in several subtests of TTCT, and most of the scores fell in the lower range. The effectiveness of the TTCT (figural) with this population has been explored, with emphasis on respondents' ability to understand tasks, verbal expression ability, and time limits during testing.

"ASSESSING CREATIVITY AMONG NATIVE AMERICAN STUDENTS"

R. L. Tannehill, Mississippi State University

A study was conducted to investigate creativity among Native American students enrolled in Transitional Kindergarten through eighth-grade. TTCT (figural) were administered to all students. In addition, the Khatena-Torrance Creative Perception Inventory and the Khatena-Morse Multitalent Perception Inventory was administered to students in grades three to eight. Tests were scored with special emphasis on noting frequencies of no responses using Native American and standard norms. Children in higher grades tended to exhibit more creativity than those in lower grades. Also, children in lower grades drew geometric figures that are typical of Native American cultures.

Audience participation is invited in the form of questions and suggestions regarding the use of Torrance Tests of Creative Thinking with culturally diverse populations, factors contributing to differences in performance, and alternative measures of creative thinking.

9:00 a.m. - 10:50 a.m. SCHOOL IMPROVEMENT (Training).....Andrew Jackson

Trainers: "ONWARD TO EXCELLENCE: A MODEL FOR SCHOOL IMPROVEMENT"

Jeanne Phillips, Mississippi State University-Meridian, and Phyfa Eiland, Weyerhaeuser Company

The purpose of this three-hour training is to present an awareness of the Onward to Excellence school improvement process. Developed by Northwest Regional Laboratory, this process is being implemented in Mississippi. The collaborative model being used in Mississippi includes grants funded by Bell South, Hardin Foundation, Chisolm Foundation, and Weyerhauser Company with a cadre of trainers funded by the State Department of Education. The program is being administered by the East Mississippi Center for Educational Development.

Goals of the session are to: (1) emphasize the unique collaboration among the university, business, and foundations; (2) develop an awareness of the cyclic school improvement process; and (3) emphasize the use of research-based practices in school improvement.

Overheads, handouts, and explanations will be used to graphically explain the 10-step process and the collaborative effort of all funding agencies. A jigsaw activity will enable participants to develop an awareness of the use of research-based practices in making school improvement. In conclusion, the research design developed to evaluate the success of implementation will be explained.

9:00 a.m. - 9:50 a.m. ADMINISTRATION AND TEACHER EDUCATION (Discussion).....William Blount-South

Presider: Anne G. Tishler, University of Montevallo

Presenters: "EVALUATION OF A MODEL FOR PRESERVICE TEACHER WORK ENVIRONMENT PREFERENCES"

Richard Kazelskis, Carolyn Reeves-Kazelskis, Mildred E. Kersh, and Eileen Lacour, University of Southern Mississippi

Work environment preference may be described along a continuum reflecting the degree of bureaucratic orientation in the work place. The more bureaucratic work environment stresses self-subordination, compartmentalization, impersonalization, rule conformity, and traditionalism based on a hierarchy of authority. The present study describes and evaluates a causal model for work environment preferences that suggests that a teacher's preference is a function of her/his: (1) motivation orientation, (2) pupil control ideology, (3) socioeconomic status, and (4) sense of teaching efficacy.

Data were obtained from a sample of 254 preservice teachers who had just completed their student teaching experience at a university in the southeast. Data were analyzed using program LISREL.

Based on the typical goodness of fit indices, an exceptionally good model fit was found. Motivation orientation and pupil control ideology were each found to have significant ($p < .05$) direct effects, and socioeconomic status was found to have a significant ($p < .05$) indirect effect on work environment preference. However, intercorrelations between measures were somewhat lower than anticipated, and the coefficient of determination for the overall structural model was considered modest.

"DISPOSITIONS OF ASPIRING TEACHERS AND ASPIRING ADMINISTRATORS: AN ACTION RESEARCH MODEL"

Ira E. Bogotch, University of New Orleans, and Susan Piggott, Metairie (LA) Country Day School

Two assertions guide this study: (1) because educational decisions are based on professional judgment, aspiring professionals need to acquire a critical perspective through active inquiry, and (2) because education is primarily an open admissions field, lacking rigorous career entry criteria, educators need to be more aware of the dispositions (i.e., attitudes, beliefs, and values) of individuals choosing to become teachers and administrators. This study compared aspiring teachers with aspiring administrators regarding their dispositions toward learning, commitment, motivation, and effort while engaged in active inquiry.

Action research methods offered the practitioner-researcher systematic means to adjust their behaviors based on immediate feedback responses from aspirants. The method guided change, thus challenging the aspirants' status quo dispositions toward learning and schooling. Ongoing interviews ($n = 34$) were conducted with both aspiring teachers and aspiring administrators. Quantitative data were also collected from pre- and posttest surveys ($n = 40$).

The findings described how the aspirants viewed knowledge in relationship to practice and how the practitioner-researchers redirected the aspirants' dispositions toward learning. The feedback mechanisms highlighted many intangible and affective dispositions, often overlooked by traditional research methods. Initial aspirants' beliefs that the tasks involved in teaching and administering were straightforward evolved into an awareness of complex issues.

"TEACHER PERCEPTION OF PRINCIPAL BEHAVIORS: A RESEARCH STUDY"

Michael D. Richardson and Jackson L. Flanigan, Clemson University, and Kenneth E. Lane, California State University

In an effort to determine teachers' perceptions of the most desirable characteristics of principal behavior, the researchers surveyed 1,225 teachers in four southeastern states using the instrument developed by Kouzes and Posner in The Leadership Challenge to measure the attitudes of business employees to their managers. The instrument was adapted for use with teachers.

The rankings of teachers were very similar to the rankings of the business employees for their managers. Both groups perceived that managers and principals should demonstrate "honesty" more than any other characteristic. Other competencies ranked high by teachers were: caring, competent, intelligence, and supportive. The results of the two groups, teachers and business employees, were analyzed for further comparisons, and a profile of ideal principal characteristics was identified. Chi-square analysis revealed only two areas of significant difference between principals and business managers: ambitious and independent.

Obviously, every administrator cannot demonstrate all of the competencies that the teachers believe are important; however, they should be made aware of teachers' perceptions and use this information as a guide to improve practice. Consequently, this research should receive attention from researchers, teachers, and administrators.

9:00 a.m. - 9:50 a.m. AT-RISK STUDENTS (Discussion).....William-Blount-North

WEDNESDAY, NOVEMBER 11, 1992

Presider: John Burns, Arkansas State University

Presenters: "A STUDY OF THE EFFECTIVENESS OF A SATURDAY SCHOOL IN REDUCING SUSPENSIONS, EXPULSIONS, AND CORPORAL PUNISHMENT"

John Douglass Winborn, Tennessee State University

The purpose of this study was to determine the effectiveness of a Saturday School in reducing incidents of suspensions, expulsions, and corporal punishment in a Middle Tennessee junior high school. One-hundred-six students were subjected to punishment through the use of Saturday School during the 1990-1991 school year. Suspension, expulsion, and corporal punishment rates of the year in which the Saturday School was instituted were compared to the rates of the previous three years. Demographic factors studied were gender, race, and socioeconomic status.

Suspension, expulsion, corporal punishment, and socioeconomic variables were analyzed through use of the chi-square procedure. Gender and race analysis was accomplished using the pooling of proportions statistics.

Variables showing the greatest levels of significance were suspension, corporal punishment, and race. The most dramatic effects were in incidences of corporal punishment and race. Corporal punishment levels were reduced significantly as were cases of suspensions, although results of the suspension variable were influenced by atypical levels prior to the institution of Saturday School. Race showed the most significant figures among demographic variables studied with black students being punished at significantly higher levels than white students.

"THE IMPACT OF PARTICIPATION IN AN EXTENDED-DAY PROGRAM UPON ACADEMIC ACHIEVEMENT"

Ellis Counts, Tennessee State University

Students who fall behind and eventually fail course work prerequisite to graduation from high school find themselves over age and below grade level. These students are more at-risk, are more likely to drop out of school, and are going to be, in all probability, tax burdens instead of taxpayers.

The purpose of the study was to determine the impact of participation in an "Extended-Day" program upon academic achievement. Factors studied included participation or nonparticipation in the program, success or lack of success as indicated by passing the specific course for which the student was recommended, race, and gender.

Two hundred randomly-selected Extended-Day School participants were compared with 30 nonparticipants. Chi-square analysis indicated that significant differences between the groups did exist ($p = .000$). A post-hoc comparison by race and gender showed significant differences at the .05 level with their relative success reflected as follows: black females, 100%; white females, 88.6%; white males, 85.4%; and black males, 50%.

The conclusion was that Extended-Day School is effective in helping students pass specific classes and avoid becoming over age and dropping out. A need for longitudinal studies and implementation of such programs at the elementary level was indicated.

"DEVELOPING SUPPORT NETWORKS TO REDUCE SCHOOL FAILURE AMONG AT-RISK HIGH SCHOOL STUDENTS"

Paul de Mesquita, University of Kentucky, and Michael Courtney and Diane Woods, Fayette County (KY) Schools

The transition to high school is often a difficult period of adjustment for students, characterized by declining motivation and underachievement. Unmet transitional needs lead to more serious problems that result in an increased incidence of academic failure and eventually contribute to school dropout. At the close of the 1991-92 academic year, 26% of ninth-grade students in a large urban high school were failing 50% or more of their courses. The purpose of this study was to describe the subsequent efforts of the high school to reduce the incidence of academic failure among entering ninth graders and to evaluate the effectiveness of various intervention efforts.

Using a preventive approach, intervention programs were developed and implemented throughout various organizational levels within the school environment. School-wide programs were designed to assist at-

risk students by providing a network of instructional, social, and family support services.

Overall, the efforts accomplished a reduction in the incidence of freshman failure from 26% to 14%. Focus group discussions and individual interviews with selected students revealed improved perceptions about self and more positive views of the school as a caring environment. Students also reported increased motivation to succeed as well to escape the stigma associated with school failure.

10:00 a.m. - 10:50 a.m. ATTITUDES (Discussion) .....Henry Knox

Presider: Ava Pugh, Louisiana University

Presenters: "EXPLORING MEDICAL CARE: THE VIEWS OF PHYSICIANS TREATING PEOPLE WITH AIDS"

Tommy R. Harrison and Patricia F. Doerr, Louisiana State University in Shreveport, and Sandra W. Long, Louisiana Technical University

Well documented in the literature is a call for an examination of the quality of medical care of people with AIDS. While AIDS patients' perceptions of the quality of medical care has been the focus of some research efforts, less has been done to compare the views of physicians treating people with AIDS with those of the AIDS patient. It has been suggested that more specific information about medical care for people with AIDS might well be content analyzed.

Relying upon the qualitative research technique of the in-depth interview and following the steps involved in doing a content analysis, researchers reviewed typed interview transcripts from five physicians treating AIDS patients in northwest Louisiana.

Reviewing the data, researchers then addressed unitization and sampling concerns; inference and analysis guidelines were strictly followed. Qualitative procedures for ensuring validation and reliability were implemented.

Results indicated physicians viewed the quality of medical care positively, emphasizing advancements made in the past decade. In contrast to research indicating that AIDs patients frequently experience doctor reluctance to care for them and that some physicians do not provide facilitative, counseling-oriented care, physician commentary did not substantiate this assertion.

The researchers suggest future study involving medial support personnel who assist physicians in caring for people with AIDs.

"MEASURING THE DEVELOPMENT OF PROFESSIONALISM IN PHARMACY STUDENTS"

Gypsy Abbott Clayton, University of Alabama at Birmingham, and Diane Beck, Auburn University

The goals of this project were to: (1) construct a professional socialization scale that would reflect the developmental characteristics of the evolving pharmacy professional and (2) compare the internal consistency of this scale to two scales previously reported in the pharmacy literature.

The construct of professionalism for the proposed scale was based on the dimensions identified by Bucker and Stelling, Hall, Schack-Helper and Smith. Items were written so they would be relevant to pharmacy students' activities. A panel of four faculty members examined item content validity by rating (via a 5-point Likert scale) how strongly they believed an item measured professionalization. Evidence of content validity was considered present if each panel member either agreed or strongly agreed an item measured this.

Using a cross-sectional sample, first-, second-, and third-year pharmacy students (N = 118) completed the three scales at one-week intervals in a random balanced design. For each instrument, coefficient alpha was computed. The coefficient alphas for the Smith, Schack-Helper and Auburn scales were .44, .55, and .69, respectively. Although the Auburn scale had the fewest number of items, it had the highest internal consistency. Results of this initial study suggest that the Auburn scale may be more appropriate for measuring students' attitudes when they are in the process of becoming professional.

"HOME ECONOMICS TEACHERS' KNOWLEDGE OF AND ATTITUDES TOWARD OLDER ADULTS"

Debra S. Smith, Delta State University

As the average age of the United States population increases, it becomes more important for high school home economics teachers to provide students with information and positive attitudes toward older adults. However, very little research has been reported on the information and attitudes of home economics teachers. The present report uses two well-established measures of these issues with home economics teachers in Georgia.

Palmore's Facts on Aging Quiz I and Kogan's Attitudes Toward Old People Scale were mailed to a sample of 100 home economics teachers. Forty-five usable responses were returned. While the information core was not different from available norms, the teachers demonstrated markedly more positive attitudes toward older adults than was demonstrated for normative groups. Similar results were obtained whether attitude statements were worded in a positive or in a negative fashion. A positive relationship was demonstrated between attitudes and information scores.

Results were used to plan for inservices designed to increase information on older adults among the state's home economics teachers. Further, the data establish a starting point for norms among home economics teacher.

10:00 a.m. - 10:50 a.m. THE UTILITY, RELIABILITY, AND VALIDITY OF HOLISTIC SCORING FOR ASSESSING WRITING SAMPLES (Symposium) .....James Polk

Organizer: Jane M. McLean, University of Alabama

Presenters: "PROBLEM AND CONTEXT"

James E. McLean, University of Alabama

Assessing students' writing has always been a difficult task. It is even more difficult to assess the improvement of students' writing. The purpose of this study was to determine the utility, reliability, and validity of applying a holistic writing assessment in a pre- and post-manner to tenth-grade students to determine the improvement of their writing skills.

A group of civic, business, and industrial leaders in a community formed a committee to reward good teaching and improve education. One of their activities was to identify the "best" teacher of tenth-grade writing in a three-district area. The committee stipulated that 50% of the determination be based on student performance. After providing appropriate caveats of using pre- and post-measures of student learning to assess teaching performance, a study was undertaken to evaluate its validity with volunteer teachers. Generally equated writing prompts were presented to the students of the volunteer teachers at the beginning of the year and again at the end of the year. The other representations in this symposium provide the procedures and results of this effort.

"HOLISTIC SCORING PROCEDURES FOR SCORING WRITING SAMPLES"

Sybil A. Hobson and D. Joyce Steele, University of Alabama

This paper describes the use of the holistic scoring procedures for scoring the pre- and post-writing samples collected during the project. All identification except code numbers was removed from the papers. Scorers did not know what teacher, school, or system the paper came from nor if they were pre- or post-samples. Nonmatched papers were used for training. Both local retired teachers and experienced scorers were used to score the papers. All scorers went through a rigorous training procedure including check points to acquire interrater agreement. The full paper describes these procedures in detail.

"RELIABILITY OF THE HOLISTIC SCORING PROCEDURES"

Margaret L. Glowacki, University of Alabama

Differences in the reliability of holistic scoring for two groups of readers were examined. The first group of readers consisted of retired teachers with varied backgrounds that were trained in holistic scoring specifically for this project. The second group consisted of experienced holistic readers. Pearson correlation coefficients were computed to examine reader reliability. Results indicated moderate rater agreement for the experienced readers and moderately weak rater agreement for the retired teachers. Additional results reported

for both groups included percentages of readers assigning the same scores, contiguous scores, and discrepant scores, and comparison of the means of the first and second readings.

"VALIDITY OF THE WRITING ASSESSMENT"

Marcia R. O'Neal, University of Alabama

The availability of Grade 9 data from the Alabama Basic Competency Test (BCT) administered in fall 1991 to many of the students participating in the Blue Ribbon Committee's Writing Assessment made possible an examination of the validity of the direct writing assessment. Results of the holistic scoring by two readers were combined to arrive at mean pretest and posttest scores for each of the participants for whom two reader scores were available for both the pretest and posttest. These means were then correlated with BCT results. Correlation of the BCT were then correlated with BCT results. Correlation of the BCT with the pretest mean was .48. The BCT posttest correlation was .36.

10:00 a.m. - 10:50 a.m. HANDICAPPED (Discussion).....Alvin York

Presider: James Flaitz, University of Southwestern Louisiana

Presenters: "THE PREDICTORS OF COLLEGE SUCCESS IN LEARNING-DISABLED ADOLESCENTS: WHO MAKES THE GRADE?"

Amy P. Dietrich and Susan M. Kelly, Memphis State University

Increasing interest in postsecondary school options for learning-disabled adolescents has resulted in a proliferation of special programs at colleges and universities. There remains a gap in our information regarding what becomes of these learning-disabled students following their admission to a college setting. There is a strong need to identify the factors that can reduce college failure and dropout rates within this population.

The purpose of this study was to identify pre- and post-admission characteristics of learning-disabled students as well as external factors that influenced college retention rates. Subjects were a randomly selected sample of 40 learning-disabled students admitted to Memphis State University through an established alternative admissions process.

The results of this study indicate positive relationships between academic performance in college and basic alternative admissions criteria. Significant correlations were determined between college GPA in developmental studies courses and untimed ACT scores, full scale IQ, and high school GPA as well as between high school GPA and undergraduate credits earned.

These findings support the rationale for alternative admissions policies for learning-disabled students and encourage the continuation of special compensations at the high school level to provide the opportunity for these students to succeed in college.

"AN EMPLOYABILITY COMPARISON BETWEEN INDIVIDUALS WITH DISABILITIES EDUCATED BEFORE THE PASSAGE OF PUBLIC LAW 94-142 AND THOSE EDUCATED AFTER THE PASSAGE OF THE LAW"

Cynthia Dunnam, Meridian (MS) Schools, and Allan S. Tyler, Mississippi State University-Meridian

The purpose of this study was to determine the effectiveness of Public Law 94-142 regarding the employability of individuals with disabilities (PL 94-142 permits students to attend school until age 21). A self-developed, 15-question, Likert-scale survey instrument was designed to assess employer attitudes towards individuals with disabilities. The instrument yielded a Cronbach Coefficient Alpha of 0.9097.

Staff members from two "sheltered workshops" completed the survey. Initially, each question was analyzed individually using a cumulative scale. A mean score was computed for each question, yielding an independent answer as to the effects of PL 94-142 based on a particular behavior (accuracy, dependability, punctuality, etc.). Finally, regarding employability, a comparison of "workshops" using a oneway analysis of variance ($p > .05$) indicated no significance differences existed.

These findings seem to suggest that the additional three years of schooling, in itself, is not enough to "make" a disabled student employable. Recommendations are that an additional three years should consist of programs that prepare the disabled student for a successful transition from school to work (Elder, 1988).

"MINORITIES WITH DISABILITIES AND VOCATIONAL REHABILITATION"

Frank L. Giles, Jackson State University

The purpose of this program evaluation was to determine how minorities with disabilities have fared when compared to whites with disabilities in state/federal vocational rehabilitation (VR) programs. Rehabilitation Services Administration (RSA) data pertaining to all rehabilitated cases from fiscal years 1984, 1986, 1988, and 1989 were reviewed. The RSA data were then compared to Census Bureau data focusing on adults with working-age (i.e., 16-64 years) disabilities.

RSA data between fiscal years 1984 to 1989 indicated that the number of American Indians/Alaskan Natives and Asian-Americans and Pacific Islanders rehabilitated have remained fairly stable. Hispanic-Americans who were rehabilitated increased from 6.4% to 8.1%, respectively, during the same period. Even though the number of African-Americans with a working-age disability increased by proportion between 1984 to 1989, the number of African-Americans rehabilitated by RSA decreased from 18.2% in fiscal year (FY) 1984 to 17.4% in FY 1989.

The data indicated that minorities are less likely to be accepted or found eligible for state/federal VR services when compared to whites. If accepted for services, minorities with disabilities are less likely to be rehabilitated and provided fewer opportunities for academic training when compared to whites.

10:00 a.m. - 10:50 a.m. TEACHER EDUCATION (Discussion) .....William Blount-South

Presider: Bill Butefish, University of Tennessee

Presenters: "PRESERVICE AND INSERVICE TEACHER'S PERCEPTION OF TEACHER'S EFFECTIVENESS"

Aubrey W. Shelton, Mississippi State University, and Nancy M. Draper, University of North Alabama

Research has indicated that students enter teacher preparatory programs with preconceived beliefs regarding the attributes of successful teachers, and as they become more experienced their preconceived beliefs tend to change.

The reform movement in education has increased the need to evaluate and revise programs to enhance awareness of teacher competencies related to teaching effectiveness. Specifically, many states have mandated numerous skills and competencies to be demonstrated by all teachers. Knowledge and understanding of the new standards are needed by teachers.

The study was based on a survey of approximately 250 preservice and 100 inservice teachers from Mississippi State University and the University of North Alabama.

The problem of the study was: (1) to determine preservice and inservice teachers' perceptions regarding the importance of teaching competencies included in three states teacher evaluation instruments and (2) to determine the preservice and inservice teachers' perceptions regarding their level of competence on the same items. An additional objective was to determine if the perceptions of preservice teachers differ from inservice teachers' perceptions concerning how important and how competent they were in these areas.

"RELATIONSHIP AMONG COOPERATING TEACHERS, COLLEGE SUPERVISORS, AND STUDENT TEACHERS' EXPECTATIONS AND ACHIEVEMENT FOR STUDENT TEACHING"

Leroy Kemp, Jackson State University

The purpose of this study was to investigate the relationship between expectations and perceptions of achievement. The hypothesis that student teachers' perceptions of achievement were predicated on their expectations for student teaching formed the theoretical premise for this study.

A sample was drawn from 44 teacher education programs located in 30 states. There were 1,821 student teachers, 455 cooperating teachers, and 51 college supervisors who voluntarily responded to a pre- and post-inventory about their expectations and perceptions of achievement for student teaching.

The null hypothesis of no significant difference between student teachers' expectations and perceptions of achievement was rejected. The t-test revealed statistically significant difference of $p < .05$ across all 10 expectation and achievement dimensions for student teachers. The analysis of variance (ANOVA) test indicated that 25 of the 40 expectancy-achievements among cooperating teachers, college supervisors, and student teachers were significantly different ($p < .05$).

There existed general agreement among the participants' expectations and perceptions of achievement. However, the lack of continuity among 15 of the 40 criterion measures suggests a need for a reappraisal of the expanding diversity during the student teaching internship.

"QUEST FOR TEST SUCCESS: PRESERVICE TEACHERS' VIEWS OF 'HIGH STAKES' TESTS"

Neelam Kher-Durlabhji and Lorna J. Lacina-Gifford, Northwestern State University

Standardized test scores are being used to determine outcomes at national, state, and local levels. Teachers feel pressured to raise their students' scores on these "high stakes" tests. This study investigated score enhancing strategies most likely to be used by student teachers and their perceptions regarding the degree of appropriateness of these strategies.

Seventy-five student teachers responded to 17 items reflecting teacher strategies for test score enhancement. Respondents rated the 17 items for frequency of use. The same 17 items were then rated for appropriateness of use.

Descriptive statistics and correlations were computed for frequency of use and appropriateness of use for each teaching strategy.

Score enhancement strategies considered inappropriate to use in preparing students included: altering answers, dismissing low achieving students from taking the test, presenting actual test items for practice, allowing more time for the test, and giving hints to students.

Appropriate strategies included: checking the completed answer sheets, teaching test taking skills, and preparing teaching objectives based on standardized test items.

Strategies receiving mixed ratings included: rephrasing the wording of test items, developing curriculum based on standardized test content, teaching to the test, giving an alternate form of the test for practice, and using commercial test preparation materials.

10:00 a.m. - 10:50 a.m. SCHOOL IMPROVEMENT (Discussion).....William Blount-North

Presider: Walter C. Emanuel, Jr., William Jennings Bryan College

Presenters: "LONGITUDINAL ANALYSES OF SCHOOL CLIMATES IN TENNESSEE SCHOOLS"

Marty J. Alberg and E. Dean Butler, Memphis State University

The study sought to determine changes in school climates over time in Tennessee public schools and to identify responsible factors. The research goal was to develop grounded explanations of developments associated with a school improvement effort.

Repeated measures of seven school climate constructs obtained from professional personnel through annual administration of the Tennessee School Climate Inventory were used in assessing changes over time for 69 public schools. Results of the annual audits were used to support data-based decision making and planning by school leadership teams. Structured interview data obtained in the spring of 1992 were subjected to comparative analyses as proposed by Glaser and Strauss in order to generate meaningful pictures of influential change factors.

Positive changes in climate ratings were found for elementary school sites with differing patterns of both change and stability reflected in middle and senior high sites. Factors found to be influential include motivations to participate in the project, variations in program implementation, leadership styles, technical expertise available to assist in data interpretation and use, willingness to share information with students and parents, and involvement of the total school in reform efforts.

"OUTCOME MEASURES: SCHOOL CLIMATE: CURRICULUM AND INSTRUCTION"

Louise E. Davis and Hugh I. Peck, Mississippi State University

The purpose of this study was to determine if there was a significant difference in school climate, as reported by students' attitudes toward curriculum and instruction, for a cohort group from one academic year to the next when intervention programs have been introduced. The Minnesota School Attitude Survey (MSAS) was selected as the appropriate instrument to collect the information.

Minnesota School Attitude Survey assesses students' attitudes toward many facets of their school experiences. MSAS is divided into two parts. Part one measures students' reactions to academic subjects, school personnel, self-expression, peers, and various learning modes and situations. Part two assesses students' feelings of support, pressure, motivation, acceptance and exclusion, cooperation and competition, and self-worth within the school setting.

The cohort group consisted of all students enrolled in the fourth grade during the 1989-91 academic school year. Significant differences were reported in mean scores in each of the six elementary schools in the school district. Significant differences were found after intervention techniques were introduced in the school settings.

"A MULTIPLE REGRESSION MODEL TO EXPLAIN THE IMPACT OF ENVIRONMENTAL VARIABLES ON STUDENT PERFORMANCE"

Francine Ezekanngha and Nworah Ezekannagha, Alabama State University

The purpose of the study was to develop a model to explain the level of academic performance of eighth-grade students based on selected environmental variables. The eighth grade, a pivotal point in an individual's future, is the last year of primary education performance approaching the beginning of secondary education performance. The results of the Stanford Achievement Test (SAT), a measure of academic performance, were obtained from the 67 Alabama County Public School Districts. The environmental (independent) variables investigated by county were average unemployment rate, median age, average years of education, percentage of women in the labor force, average income, and instructional support expenditure per student.

The final multiple regression model (measurement of SAT scores as a function of the environmental variables) selection was a result of using methods such as forward, backward, and stepwise. The final model was significant ($p \leq 0.0001$). The model dependent variables together accounted for 70.32% of the variation in the SAT scores.

Both parametric and nonparametric techniques were used to test model assumptions. All assumptions were found to be valid.

11:00 a.m. - 11:50 a.m. BLACK EDUCATION (Discussion).....Henry Knox

Presider: Gerald Halpin, Auburn University

Presenters: "LACK OF BLACKS IN MATHEMATICS: THE REAL REASONS AND STRATEGIES TO ADDRESS THE PROBLEM"

Jessee L. Rancifer, University of Central Arkansas

The purpose of the study was to determine why so few black students are majoring in mathematics and to determine strategies to address the problem. A questionnaire was administered to a sample of 164 black students in five historically and predominately black southern universities who were majoring in mathematics. The questionnaire was designed to identify those factors that influence black students who are in college to major in mathematics.

Most black students who are studying mathematics in college are 20 to 21 years of age. Mathematics nonteaching accounts for 64% of these students, and about 76% reported that they did not have good mathematics teachers in elementary school. Another 80% said that their counselors did not encourage them to study upper-level math courses in high school. The study implies that black students are poorly taught during the

critical years of academic skill development in mathematics and that teachers and counselors can influence them to study higher levels of mathematics.

"INFLUENTIAL COLLEGE FACTORS WITH BLACK STUDENTS' RETENTION ON PREDOMINANTLY WHITE CAMPUSES"

Oneida L. Martin and Andrew Thomas, Tennessee Technological University, and Roslin E. Williams-Dixon, University of Southwestern Louisiana

College persistence and withdrawal studies assume that the process of academic/social integration is the same for all students with similar background and academic characteristics. Why some blacks experience academic and social success on white campuses, while other do not, is unclear.

This study examined black students' (N = 90) academic/social environment at two predominantly white universities. A survey instrument with three subscales measured satisfaction with academic/social components, college support systems, and college environment attitude. Several statistical procedures were performed for scale dimensions.

Principals and teachers influenced college decisions ($r = .74$). Satisfactions were positively related to professors and campus life satisfaction ($r = .71$). Social activities did not influence professor and classroom attitudes. Yet, social activities influenced postgraduate activities. Black faculty, classes, and peers influenced merit system attitudes ($r = .71$). Multiple regression revealed that college acceptance, equity, and existence explained 62% of the college attitudes ($p < .0001$). College acceptance and equity attitudes predicted 50% of the academic attitudes ($p < .01$). Significant differences between the groups were found with some college factors.

The sociocultural climate has salient features for black students. Contextual factors as experienced by blacks in academic environments need more research attention. This study is significant for orientating black students to predominantly white college settings.

"THE HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF THE W.E.B. DUBOIS AND BOOKER T. WASHINGTON CONTROVERSY: THE TALENTED TENTH VS. VOCATIONAL AND INDUSTRIAL EDUCATION"

Ruth Queen Smith, University of Tennessee

The purpose of the literature review was to examine the philosophical and historical foundations of the debate between African-American leaders W. E. B. DuBois and Booker T. Washington.

DuBois posited that educational resources should be invested primarily in the "talented-tenth" of the African-American community. DuBois believed that African-Americans should not soft pedal or acquiesce their quest for human and civil rights, despite increased tensions between the African-Americans and the white community.

Washington opposed this elitist approach. He proposed economic self-determination and non-dependency upon white society through vocational and industrial skills training. Washington believed that political activity should be soft-pedaled rather than risk increased violence against African-Americans.

The problem facing America today, not only the African-American community, is reflected in this debate. Limited budgets and economic development have heightened the tension between vocational and liberal education. The literature review finds foreshadowing points of light and philosophy that still demonstrates the controversial tensions characteristic of DuBois and Washington nearly a century ago.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion).....James Polk

Presider: Arnold J. Moore, Mississippi State University

Presenters: "INNOVATION IN INSTRUCTIONAL STRATEGIES USED WITH GRADUATE STUDENTS ENROLLED IN AN ADVANCED HETEROGENEOUS METHODS CLASS"

Jerry B. Gee, Nicholls State University

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Many universities are currently requiring stronger liberal arts curricula for undergraduates in teacher education and are putting more emphasis on professional preparation for teaching at the graduate level.

Two problems exist with this practice: (1) graduate education classes, during the academic year, are customarily scheduled in the evening, making difficult scheduling of demonstration teaching experiences; and (2) a significant number of graduates have not taken undergraduate education methods courses, nor have sufficient prior teaching experience with which to relate.

The purpose of this study was (1) to compose a profile of the classes of graduate students enrolled during a five-year period and (2) to compare and critique strategies and activities utilized by the instructor involving the graduates enrolled in this advanced methods class.

This five-year study, beginning in the fall of 1987, involved 112 graduates micro-teaching 12 model lessons in groups of four, in ten academic areas of the curriculum. A profile of the graduates revealed that 17% possessed degrees in disciplines other than education.

Consistently appearing in the evaluations and observations were positive responses regarding questioning techniques used with "interactive mechanisms." Conclusions based on perceptions of the graduates also supported utilization of heterogeneous grouping according to diverse disciplines other than education.

"EXAMINING PRESERVICE EXPERIENCES THROUGH JOURNALS"

Gloria Richardson and Lydia Boutwell, Mississippi State University-Meridian

The purpose of this study was to evaluate the experiences of 31 preservice, teacher-education students during their practice teaching as recorded in journals. The study was qualitative and quantitative. A quantitative aspect of the study was the examination of the journal entries for semantic choices that reflected positive (more positive than negative), neutral (a balance), or negative (more negative than positive) experiences. On the basis of this evaluation, the journals were divided into categories. Twenty-six journals were positive; five were neutral; and one was negative.

The journals were also examined for evidence of reflective thinking. Four areas of concern were identified: relationship with classroom teacher, discipline, personal teaching skills and abilities, and students.

Insight into the personal reactions of preservice student teachers toward their practice teaching experiences can help to evaluate the success of their educational programs and to evaluate their potential classroom successes and failures.

"DEVELOPING REFLECTIVE THINKING IN TEACHER EDUCATION USING MENTORING AND ELECTRONIC COMMUNICATION"

Dennis W. Sunal, Karen Martin, and Cynthia S. Sunal, University of Alabama, and Lois Christenson, University of Texas-Houston

Expert teachers differ from novice teachers in terms of their planning and solutions regarding classroom problem solving. Major barriers to enhancing reflectivity and problem-solving effectiveness in preservice clinical experiences have been providing assessable expertise responsive feedback, and timely communication. The purpose of the study was to determine the effects of expert mentoring using face-to-face and electronic communication on the reflective problem-solving strategies of novice teachers.

The study investigated reflectivity and problem solving during a 14-week student teaching experience through the implementation of differing clinical/supervision communication strategies. Novice teachers were grouped into control and experimental groups, with each group containing 12 teachers, using a directing teacher and university supervisor, adding face-to-face mentoring using experts, and further adding uses of electronic communication. Quantitative and qualitative data sources were used. Data were collected through problem-solving and reflectivity inventories, interviews, classroom observations, journals, and communication printouts. Analysis of the data included descriptive and inferential statistics, narrative analysis, and use of triangulation in confirmation of results.

As novice teachers developed strategies and solutions to lesson planning and teaching problems, the form, quality, and content of communication differed with the clinical communication strategy used. The development of novice teachers' reflective thinking and problem solving was enhanced in the groups involving expert mentoring and electronic communication.

11:00 a.m. - 11:50 a.m. RESEARCH METHODOLOGY (Training) .....Alvin York

Trainer: "USING RESAMPLING METHODS FOR STATISTICAL DECISION MAKING"

David T. Morse, Mississippi State University

Traditional inferential statistical techniques typically depend on strong assumptions about the nature of the data and the population(s) from which the data are taken. As a result, these methods may frequently be inappropriate in specific applications. Rather than praying for robustness, there is a simple alternative to reliance upon the asymptotic methods of parametric statistics, and that is the approach of resampling (or "bootstrap") methods.

Resampling methods permit a high degree of accuracy in estimating the exact probability of the observed results without assumptions about the nature of the population(s) from which the data have been drawn. Conceptually, resampling methods are easy to understand. Further, computer packages are available to make the computations easily accessible to the researcher.

The training sessions will cover: (1) the rationale for resampling methods and their advantages over traditional inferential methods, (2) examples from a variety of studies in which resampling methods could be suitably applied, and (3) examples and discussion of available computing aids for resampling methods. Participants should be familiar with elementary statistical methods.

11:00 a.m. - 11:50 a.m. ADMINISTRATION AND INSTRUCTION (Discussion).....Andrew Jackson

Presider: Winifred Nweke, Tuskegee University

Presenters: "THE PERCEPTIONS OF INSTITUTIONAL GOALS BY FACULTY AND ADMINISTRATION IN THE PUBLIC COMMUNITY COLLEGES OF MISSISSIPPI"

Ed Davis, East Mississippi Community College, and Harold J. Morris, Mississippi State University

The purpose of this study was to determine the perceptions of both faculty and administration in Mississippi's public community colleges toward stated and observed institutional goals. Responses were obtained through distribution of the Community College Goals Inventory to a sample of 231 administrators and faculty from the 15 public colleges. Statements relating to 20 common goal areas such as Community Services, Accessibility, and Accountability were used to derive current perspectives by the groups surveyed.

Analysis performed by t-tests indicated significant differences between the groups in many of the 20 goal areas ($p < .05$), indicating the presence of some differing views concerning the mission and purpose of the community college and its defined goals.

As a result of this research, collaboration between both faculty and administration was encouraged in the development of institutional goals. This was seen as paramount to successful fulfillment of the colleges' purpose.

"EFFECTIVENESS OF ONE MULTIMEDIA ENVIRONMENT ON MIDDLE SCHOOL STUDENTS' PROBLEM GENERATION"

Daniel T. Hickey, Anthony Petrosino, and The Cognition & Technology Group, Vanderbilt University Learning Technology Center

The group is experimenting with an multimedia-based environment for middle-school science instruction that anchors content to student-generated problems within the context of planning a mission to Mars. Student generation of meaningful problems is a crucial aspect approach. A short video and three-stage classroom protocol to facilitate the problem generation process have been developed.

This study examines the effectiveness of our environment on the ability to pose, define, and categorize problems within the pre-specified problem space. In the first study, 11 groups of four-six sixth graders posed and defined over 300 problems. Over 67% of the problems addressed content considered "within" the problem space. In the second study, students in one sixth-grade classroom posed, defined, and categorized problems following the three-stage protocol. Analysis revealed a small but non-significant increase in the proportion of problems rated as "within" the problem space at each of the three phases. It was concluded that students could benefit from a more structured generation environment; in particular, that a more salient goal structure should afford more well-defined and appropriately categorized problems. Subsequent studies will formally assess the effect of goal salience on problem generation.

"COMPUTERIZED TEACHERS' PRAISE: INCORPORATING TEACHERS' IMAGES AND VOICES"

Yi-Cheng Wu, University of Alabama

Two issues are addressed in this paper: first, should human images and voices be introduced to computer-assisted instruction (CAI)?; second, will computerized teachers' praise that incorporates teachers' images and voices improve CAI? Research found that praise could be effective or ineffective. Effective praise is that which is delivered contingently, focuses on student accomplishment, provides information to students about their competence, and is related to problem solving. Ineffective praise is that which rewards mere participation without consideration of performance processes or outcomes, provides no information about student status, attributes success to ability alone, and is delivered inconsistently and unsystematically. Computerized teachers' praise can assure effective praise, avoid ineffective praise, and reinforce teachers to praise consistently and systematically.

11:00 a.m. - 11:50 a.m. READING (Discussion).....William Blount-South

Presider: Dwight Hare, Mississippi State University

Presenters: "THE EFFECT OF WHOLE LANGUAGE ON STUDENT ACHIEVEMENT AND STUDENT PERCEPTIONS OF TEACHERS FOR FIFTH- AND SIXTH-GRADE STUDENTS"

Carol J. Templeton, Raymond A. Paden, Patsy M. Lusty, and Marilyn M. Burt, Chickasaw County (MS) Schools

The purpose of this study was to examine the effect of Whole Language on student achievement and student perceptions of teachers of Whole Language in the fifth and sixth grades. The Whole Language approach allows students to share their stories through verbal and written communication. Students participate in decision making by selecting their own reading materials.

In the spring of 1991, 58 fourth- and fifth-grade students were tested using the Stanford Achievement Test (SAT). After one year of Whole Language instruction, students were again tested, in the spring of 1992. When scores were compared using a dependent t-test, the t-value between the means of the two groups for both reading and language arts was significant at the .01 level.

In addition to the differences in student achievement, when student responses to a teacher survey were analyzed, the difference in means for teachers who used Whole Language and teachers who did not use Whole Language was significant at the .01 level.

The study consists of a presentation describing teacher methodologies for implementing Whole Language and the positive impact on student attitudes toward teachers who use the Whole Language approach.

"THE EFFECTS OF TEACHING READING STRATEGIES ON THE IMPROVEMENT OF READING COMPREHENSION FOR ESL LEARNERS"

Zhang Zhicheng, University of Alabama

This study used students speaking English as a second language (ESL) as subjects to look at the possibility of enhancing ESL students' reading comprehension by incorporating reading strategies in prereading activities.

Effects of two prereading instructional treatments on ESL students' comprehension of written English were compared. Thirty ESL students were randomly assigned to experimental and control groups. On three occasions, they read a passage and then answered 10 comprehension questions. Before working on each of three texts, the experimental group received written instructions on reading strategies that could be applied for the reading process. The control group received an extra written passage that had nothing to do with the oncoming text. Three comprehensive reading strategies were introduced, and there were effects tested with three different texts.

A 2 X 2 ANOVA indicated that twice the experimental group obtained significantly higher gains in reading comprehension than the control group ($p < .0001$). Interaction between level and methods was not significant. Also, good readers tended to employ reading strategies more often and more successfully than

poorer readers. Also, poorer readers needed a better command of English to benefit from reading strategies.

Incorporating language learning strategies in class instruction may help ESL learners develop more efficient processing skills to comprehend written English.

"THE QUANTITATIVE AND QUALITATIVE ANALYSIS OF SECOND-GRADE READING PERFORMANCE COMPARING LITERATURE-BASED AND BASAL INSTRUCTION"

Cassaundra El-Amin and Mark G. Richmond, University of Southern Mississippi

The purpose of this study was to compare effects of two reading methodologies on attitude and achievement using quantitative and qualitative techniques. The subjects were intact classes of second graders assigned to teachers in a North Carolina school system. Students were pretested in September and posttested in May using a variety of achievement and attitude instruments. Additionally, achievement was measured using number of units mastered in the Houghton-Mifflin Reading Series and the criterion/number correct percentage scores of the last three basal mastery tests completed.

Analysis of variance and t-tests results showed no statistical difference in achievement or attitude toward academic reading. Attitude toward recreational reading was higher in the basal classroom.

Qualitative analysis results suggested greater writing growth in the basal classroom and little difference in attitudes. Interviews with teacher revealed that the basal teacher used more holistic methods to teach writing, but taught reading traditionally.

Quantitative results were as hypothesized; whole language students do not do worse on objective measures of reading than basal students. Qualitative results, unexpectedly, favored basal students on written expression.

11:00 a.m. - 11:50 a.m. ONCE UPON A TIME . . . PAST PRESIDENTS REFLECT ON THE ONCE AND FUTURE MSERA (Symposium) .....William Blount-North

Organizer: William L. Deaton, Auburn University

Presenters: "OVERVIEW"

William L. Deaton, Auburn University

Mature associations, such as MSERA, may benefit from occasional considerations of accomplishments, milestones, issues, and concerns. These topics will be discussed and placed in context by a panel of six past presidents. Past presidents are in unique positions to reflect on early growing pains experienced by the association as well as to address the particular topics, priorities, and people associated with their presidency.

"THE EARLY YEARS"

Harry L. Bowman, Southern Association of Colleges and Schools

MSERA began as vision of a group of educational researchers and practitioners dedicated to the advancement of the education profession and to the dissemination of research studies. The formal organization and charter of the association will be reviewed, and highlights of governance and early activities will be presented.

"THE ADOLESCENT YEARS"

Robert H. Rasmussen, Louisiana State University System

Our adolescent years are characteristically marked by experimentation and rapid growth, by the joy of success and the disappointment of failure, and by the painful process of maturation. Like most teenagers, MSERA went through its adolescent years full of idealism, enthusiasm, and innocence. This paper will attempt to tell the story of this era of the Association.

"THE YOUNG ADULT YEARS"

Ronald Adams, Western Kentucky University

Young adults explore options, gain experiences, and start building reputations. MSERA explored different ideas, adopted some new procedures, built on experience, and established its reputation during these years. Significant aspects of the MSERA character will be discussed in this paper.

"THE MID-LIFE YEARS"

John G. Thornell, Delta State University

Crises are commonplace in the mid-life years. MSERA successfully faced challenges and grew even stronger during this time. Revisions to the annual meeting procedures, the addition of new and active participants, and the election of promising new officers characterized this phase of the association.

"THE ADULT YEARS"

Carolyn Reeves-Kazelskis, University of Southern Mississippi

MSERA wrestled with difficult issues and continued to mature as an organization during this period. Strong leadership from the officers and Board members combined to position the association for memorable accomplishments. The President was recognized with time during the annual meeting for a presentation and an increase in membership and attendance was realized.

"THE GLORY YEARS"

William L. Deaton, Auburn University

The previous papers serve as a prelude to what arguably was the beginning of the greatest years of MSERA. Accomplishments of these years are legion. Effective leadership, outstanding keynote speakers, excellent programs, positive evaluations of the annual meeting, and the formation of the Mid-South Educational Research Foundation are but examples of the topics to be included in this paper.

It is anticipated that the presentations will generate questions and comments from the audience. The members of the symposium will accept questions from the audience.

12:00 p.m. - 12:50 p.m. SCIENCE (Discussion).....Henry Knox

Presider: Vincent R. McGrath, Mississippi State University

Presenters: "THE EFFECTS OF EDUCATION 2000 ON TEACHERS' ATTITUDES, PARTICIPATION, AND INVOLVEMENT TOWARD ELEMENTARY SCIENCE EDUCATION"

Ava Pugh, Jorenda R. Stone, Dan Lindow, and Fred Groves, Northeast Louisiana University

The purpose of this paper was to determine the effects of Education 2000 on teachers' attitudes, involvement, and participation in science. One hypothesis was addressed: there will be a significant difference between the Pre-Education 2000 group and the Post-Education 2000 group survey opinions of elementary classroom science teachers. The sample consisted of 314 elementary teachers enrolled in a graduate science methods class at Northeast Louisiana University during the period of 1985-1992 for 12 semesters. The subjects were administered a 35-item questionnaire.

The data were first analyzed using descriptive statistics. This analysis was followed by utilizing t-test, ANOVA, and chi-square for determining significant differences between the two groups. Results

indicated no significant difference ($p < .05$) between the Pre-Education 2000 and the Post-Education 2000 groups. Implications suggested more teacher involvement for subscribing to professional journals but less involvement for teachers attending science conventions and joining professional science organizations.

"EVALUATION OF A HANDS-ON MARINE SCIENCE WORKSHOP FOR K-EIGHT SCIENCE TEACHERS"

Tom DeVany and Sherrill Evans, Livingston University

In a 1987 survey of high school students from 13 countries, the United States placed last in biology, 11th in chemistry, and ninth in physics. One reason cited was failure to capture students' interest in science in the early and middle years and maintain it during high school.

In 1991, 212 Alabama science teachers, grades K through eight, participated in a "hands-on-experience" at Dauphin Island Sea Lab. The course required a minimum of 50 hours of classroom and lab activities and field training in local marine settings. Various environmental collections provided valuable specimen, both flora/fauna, for use in their own classrooms.

The purpose of this study was to determine the difference in the amount of knowledge obtained by the 212 participants. A pretest was administered at the beginning of the five days followed by a posttest on the final day. An analysis of variance of the pretest scores and the posttest scores indicated a significant difference between the knowledge in the pretest compared to knowledge in the posttest ($F = 89.77$, $p < .01$). This study has implications for teacher education programs in preparation of our future science teachers.

"DIFFERENCES IN THE CHARACTERISTICS OF EXTREME GROUPS OF NOMINATED SCIENCE TEACHERS: IMPLICATIONS FOR PRACTICES"

Kathleen Pittman, Livingston University

The purpose of this study was to improve science teaching by examining the differences in teaching characteristics between extreme groups of nominated expert science teachers. Data from the Center for Research on Educational Accountability and Teacher Evaluation Project 1.4 database at the University of Alabama on 46 nominated science teachers of grades 4-8 consisted of demographic variables, results of a performance measure, evidence of student learning, and interviews with teachers, administrators, and students. Quantitative and qualitative analyses were used.

Significant variables indicated that years of teaching in the current setting, years of experience, and hours of inservice training were important to effective teaching. The qualitative data suggested that effective science teachers engaged students actively, were interested in science, were knowledgeable about science, and developed a positive rapport with their students. Classrooms of the most effective teachers were seen as student-centered rather than teacher-centered.

Recommendations for application of this research included: provision of appropriate staff development opportunities for teachers and administrators in effective science teaching practices using a constructivist model, and the use of multiple evaluation methods for teacher assessment.

12:00 p.m. - 12:50 p.m. RESEARCH METHODOLOGY (Training) .....James Polk

Trainers:

"PREPARING SUCCESSFUL PAPER PROPOSALS FOR MSERA AND OTHER PROFESSIONAL MEETINGS"

Jeffrey Gorrell and Glennelle Halpin, Auburn University, and Lonnie McIntyre, University of Tennessee

The purpose of this training session is to acquaint graduate students and new members with the factors that make for generally successful paper proposals at regional meetings (such as MSERA) and at national meetings (such as AERA and IRA). The goal of the session is to encourage greater participation by graduate students and new members of MSERA in making presentations and in becoming involved in their professional organizations.

Emphasis will be placed on the review process by professional organizations, issues of authorship, and types of proposals that are most likely to be accepted. Also, ways of enhancing the presentation of accepted papers will be addressed. Examples of affective proposals will be provided, as well as opportunities for participants to address their own specific proposal ideas. Training-session presenters will be available for individual discussion with participants who would like an opportunity to confer on their own scholarly activities and how they may direct them toward greater involvement and success in professional organizations.

In the first presentation, "Successful Paper Proposals for MSERA," Glennelle Halpin will address the topics of preparing proposals and making successful presentations at the Mid-South Educational Research Association. In the second presentation, "Successful Paper Proposals for AERA," Jeffrey Gorrell will address the topics of successful proposals and prepresentations related to the American Educational Research Association and similar national organizations. In the third paper, "Successful Papers and Other Involvements," Lonnie McIntyre will address ways that individuals may build on successful paper presentations and become more involved with professional organizations.

12:00 p.m. - 12:50 p.m. SCHOOLS AND EVALUATION (Discussion).....Alvin York

Presider: Mildred E. Kersh, University of Southern Mississippi

Presenters: "SCHOOL ACCOUNTABILITY: PREDICTORS AND INDICATORS OF LOUISIANA SCHOOL EFFECTIVENESS"

Bobby J. Franklin and Linda J. Crone, Louisiana Department of Education

Louisiana recently implemented two school improvement programs: Louisiana School Incentive Program and Louisiana Progress Profiles. Based on research and public opinion, school type, school size, and percent free lunch (SES) were selected as school categorization variables for the incentive program. Progress Profiles display information for indicators of class size, teacher certification, attendance, dropouts, suspensions, expulsions, and test results. The purpose of this study was to examine the effectiveness of the categorization variables used in the Louisiana School Incentive Program and the usefulness of the indicators reported on the Progress Profiles.

Data for 1,336 public regular education schools were examined using correlation, regression, and ANOVA procedures. These data were collected and verified by the department prior to utilization.

SES was judged to be the most appropriate categorization variable. School size and type did not contribute significantly to the model; however, school size did appear to be important for low SES schools. SES, percent student attendance, percent students suspended, percent dropouts, and student population stability were found to be the best predictors of student achievement among Louisiana public schools.

"HOW MEANINGFUL ARE REPORT CARDS ON SCHOOLS?"

Gordon C. Bobbett, Educational Consultant, Knoxville, Tennessee; Russell French, University of Tennessee; and Charles M. Achilles, University of North Carolina-Greensboro

Tennessee has produced school district level report cards (RC) since the mid-1980's. Can school system RCs, read with an interpretive eye, provide useful information?

This study evaluated district data from the 1991 Tennessee RC. Student outcome data (i.e., Tennessee Proficiency Test and Tennessee Comprehensive Assessment Program) for grades 2-10 were provided by 120 districts. Outcome data were organized into four levels: elementary (2-5), middle (6-8), high school (9-10), and system (2-10). Of 20 report card categories, 15 categories were studied, including percent student attendance, percent oversized classes, expenditure per pupil, percent Career Ladder, and average professional salary.

Partial correlation was used to evaluate each category's influence on student outcome and factor analysis to evaluate the validity of RC groupings.

Findings include: (1) the 15 categories influence outcome levels differently. For example, student attendance accounts for 14% of total influence on high school student academic achievement, but ~ 50% less on elementary (7%) and middle school (6%) student achievement. Also, oversized classrooms influence elementary students (3.4%) and middle schools students (2.6%), but not high school students (0.2%). (2) The combined 15 report card categories account for approximately 40% of whatever influences student performance [i.e., elementary (40%), middle (35%), and high school (41%)].

"INDICATORS OF EXCELLENCE - A STUDY OF THE MISSISSIPPI SCHOOL ACCREDITATION SYSTEM"

Hugh I. Peck, Rudy S. Tarpley, and Dwight Hare, Mississippi State University

The purpose of this study was to determine factors that accounted for statistically significant differences between schools classified according to the accreditation level in the state of Mississippi. School district variables were determined to be important from a review of the literature, and data were collected from existing files from the State Superintendent, State Department of Education,and Program of Research and Evaluation for Public Schools.

Statistical analysis consisted of a stepwise multiple regression procedure that identified variables accounting for differences between accreditation levels. The regression equation was performed at the .05 level of significance. Results indicated that socioeconomic status of the student accounted for 52.0% of the variance. Two other variables were also entered into the equation that ultimately accounted for 54.8% of the variance.

Implications of this study suggested a critique of the present accreditation system of schools in Mississippi be undertaken in order to justly assess school district performance.

12:00 p.m. - 12:50 p.m. DO FUNDING INEQUITIES PRODUCE EDUCATIONAL DISPARITY? RESEARCH ISSUES AND FINDINGS IN THE ALABAMA CASE (Symposium) ... Andrew Jackson

Organizer: Steven M. Ross, Memphis State University

Presenters: "DO FUNDING INEQUITIES PRODUCE EDUCATIONAL DISPARITY? RESEARCH ISSUES AND FINDINGS IN THE ALABAMA CASE"

Steven M. Ross, Memphis State University; James E. McLean, University of Alabama; and Landa Trentham, Auburn University

Recent educational research has called attention to the correlation of school funding inequalities with academic performance (Slavin, 1991). Specifically, children in poorer districts tend to have significantly lower performance and significantly higher dropout rates than children in wealthier districts. In the past two years, educational equity litigation challenging the distribution of state education financing has been successful in at least five states: Texas, Montana, Kentucky, New Jersey, and Tennessee. A fundamental issue in such cases is if and how "disparity" translates into tangible educational impacts.

The symposium deals with the presenters' efforts to address this question in educational research conducted as part of the Harper v. Hunt litigation in Alabama. One research question was the extent to which school funding disparities existed between districts in the state. A second question was how such disparities translated into differential allocations of resources for schools. A third question was the extent to which funding and/or resource disparities correlated with observed conditions at selected schools (climate, educational programs, teacher skills and attitudes, etc.). That is, to what degree do nominal disparities produce actual educational inequities as reflected by school environments? Individual presentations are summarized below.

"LEGAL STRATEGIES AND EDUCATIONAL RESEARCH DESIGN: A COMPATIBLE MIXTURE?"

James E. McLean, University of Alabama, and Steven M. Ross, Memphis State University

This introductory presentation will describe the background for the educational research studies performed in the Alabama case with regard to: (1) objectives, (2) basic design approaches, and (3) implementation. Emphasis will be given to the process of balancing legal interests and strategies with educational research concerns, specifically that of maintaining the integrity of research designs to yield case-relevant data that are scientifically valid.

"ANALYZING DISPARITY EFFECTS VIA SYSTEMATIC OBSERVATION OF SCHOOL ENVIRONMENTS"

Landa Trentham, Auburn University, and Judy L. Giesen, University of Alabama

A unique and central component of the present research model was the use of systematic observations of schools to compare conditions and resources in "wealthy" versus "poor" districts. A total of 48 schools in 16 districts were each visited by two evaluators who used a standard instrument, "School Environment Observation Form," to record observations and ratings of school resources/facilities (e.g., playgrounds, lockers, globes, computers, portable classrooms, air-conditioners, etc.). This presentation will describe the research methodology and results from qualitative and quantitative analyses.

"THE IMPACT OF SCHOOL FUNDING ON TEACHERS AND INSTRUCTION"

Lana J. Smith, Cordelia Douzenis, and Brenda Johnson, Memphis State University, and Judy L. Giesen, University of Alabama

To investigate how teachers are influenced by funding inequities, a survey study was conducted with a sample of over 850 teachers at 48 schools. The basic sampling design consisted of three grade levels (K-6, 7-9, 10-12) x two funding strata (high vs. low) x eight systems. The survey asked teachers to describe and react to the availability of resources needed to teach effectively at their schools, and to their personal involvement in fund-raising activities. Discriminant analyses were used to identify the variables that differentiate reliably between teachers in poor and wealthy districts.

"THE RELATIONSHIP BETWEEN SCHOOL REVENUES, DEMOGRAPHIC VARIABLES, AND STUDENT ACHIEVEMENT"

Steven M. Ross, Cordelia Douzenis, and Brenda Johnson, Memphis State University

This presentation describes the methodology and results from correlational analyses of a state-wide database compiled by the researchers for all Alabama school systems. Included in the approximately 100 variables analyzed were state, local, and total funding; special education services; class size; types of classes; number of portable classrooms; number of microcomputers; teaching staff size and qualifications; number of support personnel; staff salaries; and student scores on national and state standardized achievement tests.

12:00 p.m. - 12:50 p.m. COUNSELING AND TEACHER EDUCATION (Discussion).....William Blount-South

Presider: Anisa Al-Khatab, Eastern Kentucky University

Presenters: "A DYING NEED FOR COUNSELORS IN THE ELEMENTARY SCHOOL: A STUDENT SURVEY"

Margie Dean, Holmes County (MS) Schools

The purpose of this study was to investigate the need for counselors in the elementary school as indicated by elementary students.

A random sample of 659 Mississippi students (grades three through six) who attended elementary schools with no counselors nor counseling services were administered the "What I Need" Survey.

The results indicated that 72% of the students needed personal counseling, 73% social guidance, 89% academic counseling, and 91% needed career guidance. The responses to the items that assessed the students' trust in the counselor as a helper in meeting their needs revealed that 76% would talk to a counselor if they had a personal problem, and 75% believed that if they told the counselor secret information, he/she would keep it.

"PRESERVICE TEACHER TRAINING: A PIECE IS MISSING!"

Debra K. Mangrum, Nola J. Christenberry, and Mary Jane Bradley, Arkansas State University

The purpose of the study was to measure preservice teachers' attitudes and knowledge of the role of

school counselors and the extent of their training as to how they can use counseling resources. A 62-item questionnaire was completed by 33 preservice teachers prior to their beginning student teaching and by 57 preservice teachers at the end of a twelve-week student teaching experience. Of the 57 respondents in the second group, 28 had completed the preliminary questionnaire.

Mean responses of those who completed the questionnaire on both occasions were examined for significant change associated with the student teaching experience. Responses of those who completed the questionnaire only at the end of the student teaching experience were compared with those of the students who participated on both occasions to examine the effects of test-taking practice.

Results of this study indicate that preservice teachers lack understanding of school counseling resources both prior to and following the student teaching experience. Differences were noted, however, between those who had completed the questionnaire prior to students teaching and those who had not. The results seem to have implications both for teacher education and for counselor education programs.

"A COLLABORATIVE EVALUATION TO IMPROVE EDUCATIONAL AND CLIENT SERVICES AT A FAMILY RESOURCE CENTER"

John M. Williams and Mary Ruth Hawkins, Virginia Tech

Effective community education to prevent domestic violence and provide client advocacy services requires productive collaboration between a Family Resource Center staff, clients and supporting social service agencies. A study of educational and client services provided in a Family Resource Center in Virginia was conducted to evaluate collaborative links between the center and associated agencies and to appraise the effectiveness of center services.

A responsive evaluation was designed to include a questionnaire survey of 88 social service agency representatives collaborating with the Family Resource Center and semi-structured interviews with nine clients who volunteered to discuss their experiences with domestic violence. Survey data were tabulated to describe seven agency service areas and 14 types of services offered. Interview data were qualitatively analyzed for subject content related to themes of domestic violence and social services.

Survey results showed that over 50% of the collaboration between agencies and a Family Resource Center is conducted informally through collegial networks. Of 14 service categories provided by the Family Resource Center, provision of shelter and counseling services had been satisfactorily used by more than half of all associated agencies. Dominant victim interview themes focused on negative emotions like disbelief and despair and on positive response emotions like concern for children.

12:00 p.m. - 12:50 p.m. ATTITUDES AND PARENT INVOLVEMENT (Discussion)....William Blount-North

Presider: Judith A. Boser, University of Tennessee

Presenters: "CHILDREN'S ATTITUDES AND PERCEPTION OF PARENTAL ATTITUDES TOWARD SCHOOLWORK: RELATIONSHIPS TO VALUING SCHOOL ATTAINMENT"

Jupian J. Leung and Daniel O. Lynch, University of Wisconsin-Oshkosh

The objectives of this study were to determine (1) the relationships of five predictor variables (gender, age, SES, school attainment value, and self-perceived academic achievement) to children's attitudes and to their perception of parental attitudes toward schoolwork, and (2) the relationship between children's perception of parental attitudes toward schoolwork and their own attitudes toward schoolwork.

Participants were 140 Caucasian-American fourth- through eighth-grade Roman Catholic school students, who were part of a total of 433 Roman Catholic elementary school students from Canada and the U.S. who took part in a larger study. Students anonymously completed a questionnaire validated with inservice teachers.

Factor analysis resulted in seven scales with acceptable reliability (Cronbach's alpha ranged from .69 to .94). Four of these scales focused on perceived parental attitudes and three on students' attitudes toward schoolwork. Stepwise multiple regression analysis showed that valuing school attainment was a significant predictor for five of these scales, while self-perceived academic achievement, age, and gender were each a significant predictor for only one of the scales. Perceived parental attitudes toward schoolwork were significant predictors for students' attitudes toward schoolwork. The implications of these findings are discussed.

"A COMPARISON OF ATTITUDES OF STUDENTS, PARENTS, AND STAFF FOR A MAGNET SCHOOL POPULATION AND A MATCHED DISTRICT SAMPLE - GRADES K-6"

Jane Weare and Fred E. Woodall, Delta State University, and Virgil Strickland and Jerry Kitchings, Cleveland (MS) School District

Beginning in the fall of 1991, the Cleveland School District opened a magnet school in Merigold, Mississippi, with special emphasis on math and science. The Cleveland School District asked for an independent evaluation effort of the school and its impact on the students. In order to accomplish an evaluation, the 184 students from Hayes-Cooper were matched by grade with a random sample, with no replacement, by grade, for the elementary schools in the district; this comprised the district sample (N = 315). The Hayes-Cooper enrollment figures indicate 92 white and 92 black students (50%, respectively), and the district sample enrollment was 235 black (74.6%) and 80 white (25.4%). The evaluators developed five attitude survey instruments to address each audience and each issue. The instruments were completed during February and March 1992.

Descriptive statistics and analysis of variance were used for comparison ($p < .05$) of the several audiences' responses. The data were analyzed by question and organized into subscales. Analysis included grade, race, and school attended (magnet school or district sample).

Attitudes of students, parents and school personnel towards computers and foreign language remained relatively stable in favor of the Hayes-Cooper population. While differences existed between the groups regarding the other areas in question, differences were not stable across all audiences.

"EFFECTIVE PARENT INVOLVEMENT STRATEGIES AS IDENTIFIED BY PARENTS, ADMINISTRATORS, AND TEACHERS"

Joan Butler and Janet C. Henderson, Starkville (MS) Public Schools, and Vernon Gifford and Jeanne McWilliams, Mississippi State University

The purpose of the study was to investigate the relationship of perceived effective parent involvement strategies as compared to those currently used by administrators, parents, and teachers. A parent involvement questionnaire was developed based on findings of a review of the current literature. The questionnaire listed 25 of the most frequently used parent involvement strategies. A mail survey was conducted that asked randomly selected respondents from 50 school districts to rank involvement in the schools and then indicate the current practices used in the school. Responses were obtained from 259 respondents representing 38 school districts.

Results indicated a high level of agreement existed among the three groups surveyed concerning the most meaningful parent involvement activities. The five most frequently selected strategies were Parent-Teacher Conferences, Advisory Committee Involving Parents, Parent Contacts, Open House, and Family Literacy. Demographic data on race, sex, and grade level showed no difference in the perspective of identified effective parent involvement strategies.

1:00 p.m. - 1:50 p.m. **FINANCE AND EDUCATIONAL VOUCHERS (Discussion) .....Henry Knox**

Presider: Nancy K. Martin, Southeastern Louisana University

Presenters: "A TEN-YEAR EQUITY STUDY OF MISSISSIPPI'S SCHOOL FINANCE SYSTEM"

Gary P. Johnson, Mississippi State University, and Raymond Payton, Chickasaw County (MS) School District

The purpose of this study was to examine changes or trends in the equity of Mississippi's school finance system over the period from 1981-1991.

Two standards of equity were examined: horizontal equity and equal educational opportunity. The measures used to examine horizontal equity included the adjusted range, adjusted restricted range, federal range ratio, coefficient of variation, and the McLoone Index. To examine the equal educational opportunity standard, simple regression and correlation analysis was employed that estimated the relationship between school district wealth and the equity object. The analysis was done on data from alternating fiscal years. The school district was the unit of analysis. The equity object chosen for study was current expenditures. Wealth was

measured by local school district assessed property valuation. All districts in the state were included in the study, with the exception of the three wealthiest school districts.

The findings indicated that Mississippi's system of school finance has become more equitable. However, it could not be concluded that Mississippi currently has an equitable system of financing education.

"A LEGAL REVIEW OF SCHOOL IMPACT FEES"
Kathleen F. Goulder, University of Southern Mississippi

In the past twenty years, the decline in support for taxation and bond issues and increased population have forced local governments to seek alternatives to finance capital facilities such as public schools. Development impact fees are one such alternative to cope with the demands of new growth on public facilities and services. Development impact fees are defined as scheduled charges applied to new development to generate revenue for the construction or expansion of capital facilities located outside the boundaries of the new development that benefit contributing development.

Impact fees are increasingly becoming an alternative for school districts with high growth rates to obtain the necessary revenues to fund school facilities. This has resulted in a number of legal cases challenging the use of impact fees for educational facilities. These cases have formed the basis for determining the legality of school impact fees.

This paper reviews the legal evolution of school impact fees by examining the various cases that have challenged school exactions, in lieu fees, impact fees for public facilities and services, and school impact fees. In addition, the characteristics of model school impact fee ordinances are discussed.

"MEASURING PERCEPTIONS OF SCHOOL PRINCIPALS CONCERNING AN EDUCATIONAL VOUCHER SYSTEM"

Charles R. Scriber, Lincoln Parish (LA) School Board, and Rex Leonard and E. H. Bedenbaugh, University of Southern Mississippi

The purpose of the study was to develop an instrument for the measurement of perceptions of public and private school principals toward an educational voucher system. Thirty-four items were initially chosen for inclusion in the instrument. Validation was performed by submitting the instrument to 44 public school administrators who assessed the face validity and gave responses that were factor analyzed for construct validity. Five factors were initially identified. They were named perception toward educational vouchers, institutional effect of educational vouchers, effect of educational vouchers on educational standards, the effect of educational vouchers on privatization, and the effect of educational vouchers on enrollment. These factors were further analyzed for reliability measures.

As a result of the reliability analysis, only two factors showed strong internal consistency. The instrument was then revised to include only 18 of the original items that loaded highly on the first two factors. Validation and reliability analyses were performed again on the instrument, using a pilot study of 40 subjects. Two factors were again identified and were named perception and institutional effect.

1:00 p.m. - 1:50 p.m. **MATHEMATICS (Discussion).....James Polk**

Presider: Dorothy D. Reed, Air University, Maxwell Air Force Base

Presenters: "EFFECTS OF JOURNAL WRITING ON MATH ANXIETY AND ACHIEVEMENT OF ELEMENTARY TEACHERS"

Katherine Abraham and Carolyn B. Stewart, Memphis State University

The purpose of the study was to determine the effects of journal writing on the mathematics anxiety and achievement of inservice elementary teachers enrolled in a graduate mathematics education class.

The subjects for the study were 37 inservice elementary teachers in two sections of an elementary mathematics education graduate course. Section I participated in journal writing; Section II did not. The course Content Test (to measure achievement) and the Mathematics Anxiety Rating Scale (MARS) (to measure levels of anxiety related to mathematics) were administered as pretests and posttests to both class sections.

Analysis of covariance was used to determine the effect of the journal writing treatment on the two groups for each variable. Section I, the class of journal writing students, had significantly lower mathematics

anxiety levels ($p \leq .05$) on the MARS posttest than on the pretest. There was no difference in the means of the two sections on the Course Content posttest as compared to the pretest.

The results demonstrated that journal writing, when used with elementary teachers as the students, decreased levels of mathematics anxiety and had no effect on these students' achievement in a mathematics education course.

"DIFFERENCES IN MATHEMATICS ANXIETY BETWEEN ELEMENTARY PRESERVICE TEACHERS AND SECONDARY PRESERVICE TEACHERS"

Sherrill Evans, Livingston University

Research reflects differences in mathematics achievement, especially for minority/female students. Researchers believe home and school experiences trigger mathematics anxiety. Mathematics anxiety has often been traced to the insensitive actions of a particular teacher. Research has indicated that parents/teachers have influenced young people in attitudes toward mathematics, resulting in mathematics anxiety. This study investigated mathematics anxiety in preservice teachers.

This study examined the differences in mathematics anxiety between elementary preservice teachers and secondary preservice teachers with a total of 50 participants: 30 elementary preservice teachers; 20 secondary preservice teachers. The Mathematics Anxiety Rating Scale was used to determine the degree of mathematics anxiety of each participant.

Data were analyzed utilizing an independent t-test. Results revealed that elementary preservice teachers had a significantly higher degree of mathematics anxiety than did secondary preservice teachers.

The results indicated that college/university teacher programs should incorporate ways to develop positive attitudes about mathematics, thereby reducing the degree of anxiety toward mathematics. If an elementary teacher has a high degree of mathematics anxiety, he/she could transfer the feelings to students she/he teaches on a daily basis.

"THE RELATIONSHIP BETWEEN PROSPECTIVE ELEMENTARY SCHOOL TEACHERS' MATHEMATICS BIOGRAPHIES AND THEIR BELIEFS ABOUT MATHEMATICS CONTENT, LEARNING, AND PEDAGOGY: A CASE STUDY OF STUDENTS WITH NEGATIVE MATHEMATICS BIOGRAPHIES"

Julie K. Shelton, Western Kentucky University

Each preservice teacher enters a program of teacher education with a mathematics biography - the gamut of mathematical experiences and the resulting knowledge and beliefs acquired from years in the classroom. A mathematics biography includes knowledge of, self-confidence in, attitudes toward, values for, and beliefs about the nature, teaching, and learning of mathematics. Knowledge of prospective elementary school teachers' mathematics biographies and beliefs has significance for the quest to prepare competent teachers. This study examined relationships between prospective elementary school teachers' mathematics biographies and their beliefs about mathematics content, learning, and pedagogy.

Respondents included 12 preservice teachers involved in a student-teaching field placement. Data collection instruments included a structured interview protocol focusing on mathematics background, a content task measuring understanding of a mathematics concept, and an inventory assessing beliefs about elementary school mathematics.

Preliminary content analyses resulted in a classification of the respondents as having a positive, neutral, or negative mathematics biography. Further analyses revealed a dichotomy among respondents with negative biographies - possessing either positive or negative beliefs and expectations about elementary school mathematics. A case study detailing the beliefs of those preservice teachers with negative mathematics biographies as well as suggestions for mathematics education courses will be presented.

1:00 p.m. -1:50 p.m. **APPLIED RESEARCH USING Q-METHODOLOGY: RESULTS OF STUDIES CONDUCTED BY DOCTORAL STUDENTS (Symposium) .....Alvin York**

Organizer: Larry G. Daniel, University of Southern Mississippi

Critic: Sonya C. Carr, Southeastern Louisiana University

The purpose of this symposium is to allow several doctoral students in education to share the

results of various research studies they have conducted using Q-methodology and to receive feedback and criticism on their work from a faculty member in education who has experience using Q-methodology. This symposium would be of interest to members who would like to learn more about Q-methodology. Graduate student members who desire to find out about the work done by other graduate student researchers or researchers interested in the substantive issues addressed in the several papers would also find the session of value.

Presenters:

"INTRODUCTION"

Larry G. Daniel, University of Southern Mississippi

Q-methodology refers to a family of psychological, psychometric, and statistical ideas for conducting research on individuals. Q-methodology involves the rank ordering of a set of items by subjects in order to determine given traits of individuals who rank order the items similarly. In conducting a Q-analysis, responses to a set of items are entered into a raw data matrix, with persons defining the columns and items defining the rows of the matrix. This "transposed" matrix is then factor analyzed, resulting in the factoring of persons across the given set of items. The results are a series of factors of persons who respond similarly to the items. Item factor scores can then be consulted to determine those items that most clearly define the persons in each factor.

"UNDERSTANDING WHY PEOPLE BECOME EDUCATIONAL ADMINISTRATORS"

Priscilla Deville, University of Southern Mississippi

The author investigates reasons individuals decide on careers in educational administration using a sample of graduate students in an administrator training program at a selected university. A review of the literature on administrator preparation yielded a series of items that was then administered to the sample using Q-analytic procedures. Based on the analysis, the author interprets several person factors that indicate identifiable groups of persons exist with distinctive motivations relative to their choice to become administrators.

"PERCEPTIONS OF COMMUNICATION PATTERNS IN A HIGHER EDUCATION ENVIRONMENT"

Karen Johnson, University of Southern Mississippi

Researchers have recognized the importance of understanding communication patterns that exist among persons in educational institutions. The author presents results of a study to explore theories about the types of communication patterns that exist among persons in an organization. An earlier study by a different researcher is replicated to determine whether a given set of items can be used by administrators, faculty, students, and staff in a university setting. Results of the person factors yielded by the Q-analysis are compared to those obtained by the original researcher.

"ASSESSING TEACHER EDUCATION STUDENTS' PROPENSITY TOWARD ACADEMIC MISCONDUCT"

Charlotte M. Ferrell, University of Southern Mississippi

Researchers have often noted the desirability of investigating the incidence of academic misconduct of college students who will be in employment fields requiring a high level of competence and/or demanding a high level of personal integrity (e.g., elementary and secondary teachers). The author describes a study to determine whether the Academic Misconduct Survey (AMS) can be useful in distinguishing groups of teacher education students relative to their propensity toward various forms of misconduct. The AMS was administered to teacher education students in three different institutions. Separate Q-technique factor analytic procedures were conducted for each sample. Several identifiable person factors emerged across these various analyses.

1:00 p.m. - 1:50 p.m. **CULTURE AND ATTITUDES (Training).....Andrew Jackson**

Trainer: "MULTICULTURAL EDUCATION: CONFLICT MANAGEMENT AND RESOLUTION"

Ruth Queen Smith, University of Tennessee

As the workplace changes to include more persons from diverse ethnic and cultural backgrounds, there is an increased possibility of conflict that arises from different ways of thinking, problem-solving, communicating, and working. These realities can be managed successfully or covered up and minimized. If ignored, the workplace can become a very tense environment and less than fully productive. This training is designed to assist educators, administrators, staff, and classroom professionals in increasing their proficiency in multicultural conflict management.

The objectives of this session are: (1) to expand participants' knowledge of multicultural strategies and approaches to conflict management, (2) to give participants opportunity to discuss their current knowledge and experience of multicultural conflict management, and (3) to give participants opportunity to experience alternative ways of multicultural conflict management.

Participants will explore theory and practice of multicultural change planning from a systems management focus and approach. Participants will participate in small group activities designed to give practical hands on experience in multicultural conflict management. The session includes questions and discussion, small group interaction, drama (if participants volunteer), and other hands-on, practical approaches to exploring multicultural conflict management.

1:00 p.m. - 1:50 p.m. **TEST AND INSTRUCTION (Discussion).....William Blount-South**

Presider: Don Kellogg, University of Tennessee at Martin

Presenters: "APPLICABILITY OF THE KAIT FOR ADULTS WITH ALZHEIMER'S TYPE DEMENTIA"

Stefanie Staff Underwood and Alan S. Kaufman, University of Alabama

The Kaufman Adult and Adolescent Intelligence Test (KAIT) was administered to more than 60 adults with Alzheimer's Type Dementia. Some Alzheimer's patients had Wechsler Adult Intelligence Scale-Revised (WAIS-R) scores, and most were administered measures of functional reading and math as well as brief tests of sequential processing, simultaneous processing, and planning ability. All were given a test of Mental Status (a KAIT supplement), as well as supplementary KAIT subtests that assess delayed recall.

The purpose of this study was to examine: (1) the relationship between the KAIT Fluid and Crystallized IQs and the WAIS-R Verbal and Performance IQs for Alzheimer's patients; (2) the profile of abilities displayed by Alzheimer's patients on the KAIT regular subtests, the KAIT supplementary subtests, the functional reading and math tasks, the processing and planning tasks (Luria neuropsychological model), and the WAIS-R subtests; and (3) clinical impressions of the appropriateness of the tasks for Alzheimer's patients.

The profile of abilities displayed by Alzheimer's patients is the crux of the presentation. In particular, a KAIT subtest profile is sought that might be diagnostic of Alzheimer's disease. The potential diagnostic effectiveness of the KAIT profile is evaluated. In addition, the diagnostic efficiency of the KAIT and Fuld profiles are compared.

"WISC-III VALIDITY FOR STUDENTS WITH MENTAL RETARDATION"

Linda Speer Graham and Jack Bower, Craighead County (AR) Special Education Cooperative, and John R. Slate, Arkansas State University

Because of the importance of intellectual measures in assessing students with mental retardation, data are needed about the relationship of the revision (WISC-III) of the Wechsler Intelligence Scale for Children-Revised to other measures utilized in diagnosis. This study was conducted to ascertain the relationship of the WISC-III to measures of receptive language and academic achievement.

Data were collected on 32 special education students determined to meet the criteria for the Mentally Retarded category. Subjects were enrolled in school districts in northeast Arkansas served by two educational cooperatives. Data recorded from special education folders included scores from the WISC-III, Peabody Picture Vocabulary Test-Revised (PPVT-R), and Wide Range Achievement Test-Revised (WRAT-R).

Results indicated one significant correlation between students' WISC-III Full Scale IQ (FSIQ) scores and scores on the PPVT-R (r = .59). Nonsignificant correlations were found between WISC-III FSIQ scores and scores on all three WRAT-R sub-tests.

Though correlated with a measure of receptive language, the WISC-III was not related to WRAT-R test scores. Given the criteria of assessing academic achievement for determining the presence of mental retardation, more research is essential about the relationship of the WISC-III with measures of academic achievement.

"THREE APPROACHES FOR THE INTEGRATION OF TEACHING, TESTING, AND LEARNING"

JinGyu Kim, University of Alabama

The purpose of this study was: (1) to examine the relationships among teaching, testing, and learning, and (2) to reconceptualize these relationships based on behavioral theory, cognitive theory, and computer adaptive testing (CAT). This study presented discussions of three approaches that had played an important role in the integration of teaching, testing, and learning.

In this study, the value and importance of linking instruction and testing in the learning process were identified by literature. From the behavioristic perspective, the use of learning objectives and equivalent test items could not only be used to monitor students' progress, but lead to good instruction. Tests based on cognitive perspectives illuminated previous hidden aspects of student thinking and performance such as prior knowledge and diagnostic models. Finally, as the potential benefits of the computer in testing become realized, the CAT, over the conventional tests, will soon become a popular and typical model in that it can provide students with an integrated, self-regulated learning and testing environment.

1:00 p.m. - 1:50 p.m. **EVALUATION AND TEACHER ASSESSMENT (Discussion) .....William Blount-North**

Presider: Clifford Hofwolt, Vanderbilt University

Presenters: "GENERAL OVERVIEW OF THE ASSESSMENT OF TEACHER PERFORMANCE USING PERFORMANCE BASED METHODS"

D. Joyce Steele and Margaret L. Glowacki, University of Alabama

The statement of the problem is to summarize the literature related to assessment of teacher performance in relation to the National Board for Professional Teaching Standards (NBPTS). The literature review on performance-based assessment indicated that methods most commonly used to assess teachers were portfolio development, on-site observations, simulation, and structured interviews.

The basic findings were that NBPTS has been instrumental in the search for more effective methods of assessing the performance of teachers. The portfolio has been used to document the quality of teaching in the classroom and has been used to allow the teacher to display examples of work. The on-site classroom observation was used to judge the performance of the teacher working in the classroom. The structured interview with the classroom teacher was used to judge the teacher's ability to analyze and respond to typical teaching problems using standardized interview instruments. Simulation was used to judge the ability of classroom teachers to analyze and respond to videotaped representative teaching situations.

The implications were that NBPTS has attempted to use the most state-of-the-art methods of evaluating teacher performance. Efforts of NBPTS have inspired much of the literature related to assessment of teacher performance.

"PROVISIONAL TEACHERS FAILING THE MISSISSIPPI TEACHER ASSESSMENT INSTRUMENTS FOR CERTIFICATION: AN EVALUATION FOR 1991-92"

Neil G. Amos, Mississippi State University, and Robert H. Cheeseman, Mississippi State Department of Education

The Mississippi Teacher Assessment Instruments (MTAI) are designed to measure the teaching skills of beginning teachers. To complete the provisional certification period and acquire a standard certificate, the professional teacher must demonstrate mastery at a prescribed level of effectiveness for 16 professional competencies. There are 42 indicators incorporated in the MTAI to evaluate the performance of these provisional teachers.

The researchers analyzed the backgrounds of those provisional teachers who failed to demonstrate proficiency on the MTAI. Data were analyzed by gender, race, level of preparation, subject area specialty, and the indicators and competencies not cleared on this performance-based certification process.

"TEACHER PERCEPTIONS OF A STATE-MANDATED EVALUATION PROCESS"

Sonja R. McNeely and Norma T. Martz, University of Tennessee

Within the last ten years, numerous states have implemented teacher evaluation processes to ensure accountability and improve the quality of teaching. Considerable time, effort and money have been directed to this effort, and departments of education have expressed confidence in the efficacy of such processes for achieving these ends. Mandated evaluation in Tennessee has been in place for seven years, time enough to question the effect of such a process on the improvement of teaching.

One underlying factor in the improvement of teaching lies with teachers' perceptions of the process and of the perceived benefits to be derived from its use. Using a survey instrument, the researchers elicited the anonymous perceptions of 100 Tennessee teachers about whether and how the process had influenced their teaching, reflected their abilities as teachers, and was valued by them. The data were analyzed in terms of percents, averages, and totals.

Overwhelmingly the respondents perceived that the process had not influenced their teaching, did not reflect their abilities, and was without value. Even the few respondents who valued the process reported it had not influenced their teaching. The results suggest the process may not be having the desired effect on the improvement of teaching.

2:00 p.m. - 2:50 p.m. **TEACHER EDUCATION AND INSERVICE EDUCATION (Discussion).....Henry Knox**

Presider: Thomas W. George, University of Tennessee

Presenters: "ASSESSMENT OF AN ASSISTANCE PROGRAM FOR BEGINNING TEACHERS"

Anne G. Tishler and Suzanne H. Nichols, University of Montevallo

The concept of assistance programs for beginning teachers as an extension of preservice teacher education has gained recognition in theory and in fact. While the need for such programs is generally accepted, uneven program quality exists. The purpose of this study was to assess an assistance program for beginning teachers after its second year of operation, to identify program strengths and weaknesses, and to make suggestions for improvement.

Two groups of beginning teachers (N = 21 and N = 13, respectively) participated in the program. The program, developed on the basis of needs assessments conducted at the beginning of each year, used workshops, sharing sessions, and individual consultations to assist teachers throughout the year. Questionnaires were administered four times a year to monitor effectiveness of various activities and to track changes in participants' concerns or perceptions.

Results indicated that among the program's primary strengths were the workshops provided on behavior management and the opportunities for first-year teachers to meet regularly to share problems and successes; among its weaknesses was an underdeveloped mentor/teacher function. It was felt that the program could be improved by incorporating systematic mentor training prior to the opening of school and by providing time for mentors to perform their task.

"MENTORING: A REVIEW OF THE LITERATURE"

Linda Walker, Mississippi State University-Meridian

There continues to be a public outcry concerning the quality of education in our nation. These concerns have translated into numerous programs to improve teaching in the public schools. Many of these programs have focused on mentoring for beginning teachers. The proliferation of programs has shown the need for research investigating the effectiveness of various mentoring programs. The literature provides extensive description of these programs, but little empirical data exists for examining the outcomes resulting from the implementation of such programs (Klug and Salzman, 1990). Research by Varah, Theune, and Parker (1986), as well as Schlechty and Vance (1983), has shown that as many as 30% of beginning teachers do not teach beyond two years, and as many as 60% leave the profession during the first five years. Griffen (1985), reports that beginning teachers often lack competence in planning for instruction and in adjusting to the classroom environment. These two factors, teacher efficacy and teacher retention, can be used to direct a review of the existing literature and to separate the empirical studies of program outcomes from program descriptions. This review is needed to assess the effectiveness of mentoring programs.

"PHILOSOPHIES, VALUES, AND PERSUASIONS: AN ANALYSIS OF STUDENT-CONDUCTED INTERVIEWS WITH INSERVICE TEACHERS"

Tori Burke-Williams and Ellen S. Faith, Memphis State University

How do inservice teachers describe their philosophies of education, their approach to the teaching of values, and their preferences for educational reforms? This study reports on an analysis of 130 qualitative interviews with 65 inservice teachers from public and private urban, suburban, and rural kindergartens, elementary, and secondary schools. The data for this study were collected by undergraduate teacher education students taking a required education foundations course.

The analysis of the data used themes in the teachers' responses to the structured interview questions to develop a scale of teacher engagement that examined: (1) knowledge and espousal of philosophies of education; (2) commitment to the teaching of values in the classroom; and (3) interest in, knowledge about, and experience with various persuasions of new reform proposals. Additional factors in the analysis included the influence of school settings and years of service.

While the findings showed no definitive patterns, and other factors may have influenced the outcomes of the study, the data and the analysis represent an insightful reflection on the experience of teachers in contemporary classrooms, in varied settings, and with respect to important issues of the current era.

2:00 p.m. - 2:50 p.m. **HANDICAPPED (Discussion).....James Polk**

Presider: Kathleen Warden, University of Tennessee

Presenters: "PUBLIC SCHOOL PERSONNEL'S LIMITED UNDERSTANDING OF PUBLIC LAW 94-142 AND SECTION 504"

John R. Slate, Craig H. Jones, and Nancy Hickin, Arkansas State University

Schools are required to provide students with disabilities equal access to education (Section 504), and a free, appropriate education (Public Law 94-142). Children with disabilities will not receive appropriate services unless school personnel understand these laws. In this study, the extent to which school personnel understand Section 504 and PL 94-142 was investigated.

A 24-item questionnaire was completed by 306 school personnel from three school districts in northeast Arkansas. The first two items measured perceived familiarity with PL 94-142 and Section 504 provisions. The remaining 22 items were true-false questions, 11 assessing actual understanding of PL 94-142 and 11 assessing actual understanding of Section 504.

Most school personnel (63%) reported being either slightly familiar or unfamiliar with PL 94-142, and even less familiarity was reported for Section 504. Responses to the true-false questions indicated considerable misunderstanding. Understanding was correlated with perceived familiarity for both PL 94-142 ($r = .41$) and Section 504 ($r = .21$). School personnel who reported high familiarity with PL 94-142 indicated that they were more familiar with Section 504 ($r = .66$). Also, the more knowledgeable school personnel were about PL 94-142 the more knowledgeable they were about Section 504 ($r = .41$).

Findings indicate that understanding of these laws is insufficient to ensure that children with disabilities will receive the educational services they need for success in school.

"LACK OF KNOWLEDGE OF SECTION 504'S APPLICATION TO HIGHER EDUCATION: CAUSE FOR CONCERN"

Melissa Rhoads and John R. Slate, Arkansas State University

Section 504, a "civil rights act" for individuals with disabilities, applies to educational institutions that receive federal funds. Though in existence for almost two decades, no studies were found that examined the extent to which personnel in higher education were familiar with Section 504 provisions requiring educational modifications. This investigation was conducted to assess the extent to which higher education personnel were familiar with and knowledgeable about Section 504.

In the spring of 1992, 194 faculty and administrators at a southern university completed a 21-item questionnaire comprised of one question measuring subjects' perceived familiarity with Section 504 and 20 true-false questions about the provisions of Section 504.

Results revealed that 90% of the respondents indicated limited familiarity with Section 504. This unfamiliarity was supported by subjects' lack of knowledge of Section 504 provisions (M = 14.2, maximum score = 20). Respondents' understanding of Section 504 was correlated (r = .24) with perceived familiarity and total years in higher education (r = .23). Analysis of variance indicated that Section 504 knowledge differed by academic rank. Administrators were significantly more knowledgeable than were instructors, assistant and full professors, but not more knowledgeable than associate professors.

"STUDENTS' KNOWLEDGE OF SECTION 504 AND ATTITUDES TOWARDS INDIVIDUAL WITH DISABILITIES"

James A. Pitman and John R. Slate, Arkansas State University

Educational institutions receiving federal funds are required under Section 504 to make modifications for individuals with disabilities. Given the integration of persons with disabilities into schools, persons should be knowledgeable about the provisions of Section 504, the "civil rights act" for disabled individuals. This investigation was conducted (1) to assess the extent to which college students were knowledgeable about Section 504 and (b) to measure college students' attitudes toward persons with disabilities.

In the Spring of 1992, 427 students at a southern university completed a 36-item questionnaire, comprised of seven demographic items, 21 true-false questions about Section 504, and eight Likert-scale questions about students' attitudes toward persons with disabilities.

Results revealed that 71.9% of respondents were unfamiliar with Section 504 (M = 13.7; maximum = 21). Analysis of variance indicated that knowledge of and reported familiarity with Section 504 differed by student rank and gender. Attitudes toward disabled individuals were slightly positive, (M = 22.7, maximum = 40), significantly correlated with Section 504 knowledge (r = .28) and age (r = .19), and differed by academic rank and gender.

Students' knowledge of and familiarity with Section 504 provisions was clearly inadequate, suggesting that students may not be aware of their rights. Full implementation of this civil rights legislation is unlikely until persons become more knowledgeable about its provisions.

2:00 p.m. - 4:50 p.m. **TESTS (Training).....Alvin York**

Trainers:

"MEASURING QUALITY OF EFFORT AND ESTIMATES OF EDUCATIONAL GAINS: THE CSEQ, THE CCEQ, AND BEYOND"

Cordelia Douzenis and Ellen S. Faith, Memphis State University

This training session is designed to introduce educational researchers in higher education and school settings to the constructs of quality of effort and estimates of educational gains, using as examples two existing self-report instruments pioneered by C. Robert Pace and his colleagues at UCLA, the College Student Experiences Questionnaire (CSEQ) and the Community College Student Experiences Questionnaire (CCSEQ).

The scope of the session includes: (1) an explanation of these two key constructs, (2) an evaluation of their utility in research and practice in higher education and other educational settings, (3) a review of the

CSEQ and the CCSEQ as examples of instruments based on these two constructs, and (4) an exploration of ways in which researchers and practitioners may expand their own use of scales based on quality of effort and estimates of gains in new areas of educational outcomes, assessment, and evaluation research.

The training session will include experiential exercises with published and draft instruments, as well as an opportunity to practice developing and operationalizing scales based on quality of effort and estimates of educational gains in participants' own areas of research and practice.

2:00 p.m. - 2:50 p.m. **THE COMPUTER LABORATORY: NEW CONCEPTS IN TEACHING EDUCATIONAL RESEARCH (Symposium).....Andrew Jackson**

Organizer: Abbot L. Packard, Virginia Tech

Presider: Karl Hereford, Virginia Tech

Chairman: Karl Hereford, Virginia Tech

Discussants: M. E. Franks, Harry L. Bowman, Southern Association of Colleges and Schools

Presenters: "INTRODUCTION TO THE PHILOSOPHY OF THE COMPUTER LABORATORY"

Abbot L. Packard and Jimmie C. Fortune, Virginia Tech

The laboratory is used as a teaching tool for educational research adding to the classroom knowledge with an on-hands approach, the introduction of computerized packages to enable the students to produce their work with the technology available, and the support for the individual seeking assistance at any level of the graduate program.

"THE PHYSICAL CAPABILITIES OF A COMPUTERIZED RESEARCH TEACHING LAB"

Katherine Rogers, Virginia Tech

The physical laboratory was designed for teaching classes with both the instructor and student in mind. The hardware capabilities allow the student to sharpen skills on the personal computers as well as the mainframe of the university. Software is chosen for its capabilities for the specific work and its practical aspects.

"MINI-COURSES SUPPORTING THE RESEARCH TEACHING LAB"

Melinda Cumbow, Virginia Tech

Classes are offered at two levels for each type of research: qualitative and quantitative. Each mini-course is coordinated with a research course and includes instructor work with the course professor.

"THE OPEN LABORATORY SYSTEM OF TEACHING RESEARCH"

Christine Mead, Virginia Tech

Open laboratory time is for the students to complete assignments at all program levels with the added bonus of a technician to reduce anxiety. Self-guided software tutorials are loaded on each computer for the students.

"FRIDAY MORNING TUTORIALS"

Jill List, Virginia Tech

Laboratory technicians and personnel outside of the laboratory present these tutorials and workshops to any student. The workshops subjects are chosen from software options.

2:00 p.m. - 2:50 p.m. **POSTSECONDARY ISSUES AND PROGRAMS (Discussion) ...William Blount-South**

Presider: Lonnie McIntyre, University of Tennessee

Presenters: "INCREASING THE REPRESENTATION OF MINORITIES IN MATHEMATICS: REVISITING THE ISSUE"

Patricia Beaulieu and Roslin E. Williams-Dixon, University of Southwestern Louisiana

Minority achievement in mathematics is perceived many times as a problem needing a solution rather than a possibility for success. Demographic projections point to the accelerated growth of minority subcultures within this nation, which means that our economic and political survival will depend to a large degree on their educational opportunities and achievements. Many observers believe that mathematical and scientific talents must be developed in minority students if the desired outcomes of this country are to be achieved.

Perspectives will be investigated from the standpoint of: (1) strategies to break the low-expectation-low achievement cycle of minority students in mathematics, (2) sociological factors pertaining to minorities and mathematics, (3) improvements in teacher education and retraining, (4) obstacles to success some minority students face, and (5) statistics on gender and racial/ethnic groups with earned doctorates in mathematics.

"A PROPOSAL FOR THE IMPLEMENTATION OF PROGRAMS FOR CULTURALLY DIVERSE STUDENTS ON A PREDOMINANTLY WHITE UNIVERSITY CAMPUS"

Elizabeth R. Land, Mississippi State University

The purpose of this study was to propose several methods of dealing with cultural insensitivity found on predominantly white university campuses. After a thorough review of the available literature, it was determined that culturally different students, specifically black students, are dissatisfied with their college life experience. This dissatisfaction is evident in five factors, which include an absence of black role models among faculty and staff members, a lack of academic and financial preparedness, a poor selection of campus activities related to black students' life experiences, and evidence of racism with the college environment.

These five factors of student dissatisfaction were remedied by two student development theories, Arthur Chickering's theory of vectors of development and Alexander Astin's theory of student involvement, that specifically apply themselves to college students. The basic tenets of Chickering's theory and Astin's theory have been widely used in student development programs across the United States. These programs are geared toward increasing cultural sensitivity across the university campus.

Therefore, this proposal was pointed in the direction of increasing cultural awareness and sensitivity in order that all groups would benefit to the fullest extent from those experiences available on a university campus.

"THE DELTA VOLUNTEERS: A LEARNING THROUGH SERVICE EXPERIENCE IN MISSISSIPPI"

Alinda Sledge and Mitch Shelborne, Delta State University, and Peggy Campbell, Cleveland (MS) School District

Many new federal programs are providing support for promoting student volunteerism in public schools and universities. The present report summarizes student demographics and reactions to a university-based volunteer program in a rural southeastern community.

A 50-item survey was returned by 40 student participants during the first year of a program sponsored by ACTION. The students were from 14 different academic majors and served 11 different community agencies. Overall scores were very positive, with all of the volunteers stating that they would recommend the program to other students. A problem cited by some students was the lack of preparation or

working volunteers into daily schedules at the agencies. More detailed information on preferences for volunteerism was presented by gender and academic program.

As more programs are developed to encourage the combination of education with community service, it will be important to understand what attracts students to these programs and what programmatic aspects might be modified to prevent attrition.

2:00 p.m. - 2:50 p.m. **CURRICULUM (Discussion).....William Blount-North**

Presider: L. Quinn Head, Jacksonville State University

Presenters: "A STUDY OF MISSISSIPPI SUPERINTENDENTS' PERCEPTIONS OF THEIR ROLE IN CURRICULUM DEVELOPMENT AND THE IMPROVEMENT OF INSTRUCTION"

Abraham Andero, Jackson State University

The purpose of the study was to determine those activities in which superintendents perceive that they participate that relate to curriculum development and the improvement of instruction. Quantitative data for this study were collected from 150 superintendents randomly selected from the state of Mississippi to participate in the study.

A questionnaire was developed which contained three subdivisions: General Information, Instructional Improvement, and Curriculum Development. The questionnaire was reviewed by a panel of experts to provide content validity. The Pearson product-moment correlation coefficient formula was used in determining the reliability coefficient of .89. The questionnaires were mailed to superintendents randomly selected for the study. Analysis of variance was used to analyze the data; the level of significance was .05.

The data in this study provided evidence that the hypothesis should be rejected at the .05 level ($p < .05$), indicating that there was a significant difference among the superintendents with respect to the activity they performed as superintendents and the way they performed the activity.

"PREDICTORS OF TEACHER EFFICACY WHEN IMPLEMENTING A NEW CURRICULUM MODEL"

Jacquelyn P. Robinson and Jeffrey Gorrell, Auburn University

The purpose of the study was to determine the best predictors of teacher efficacy -- confidence in their teaching ability -- when implementing a new curriculum that embraced a critical thinking model.

A random sample of 153 high school home economics teachers responded to measures of efficacy concerning the implementation of a new curriculum model. The study, conducted immediately prior to the new model being implemented, measured efficacy along three subscales: General Efficacy, Adjustment to Curriculum, and Assisting Students. Of 29 potential predictors, the six strongest were Use of Individualized Learning Packets, Brainstorming, Lecture Methods, Freedom in Planning, Discipline Problems, and Class-size.

Multiple regression ($p < .05$) indicates that the only predictor significant across all three subscales was Brainstorming. Discipline Problems and Class-size were predictors on the subscale related to General Efficacy, and Use of Individualized Learning Packets was a predictor on the Adjustment-to-Curriculum subscale.

Teaching methods, especially Brainstorming, were consistently the best predictors of efficacy related to implementing the new curriculum. In predicting General Efficacy, elements related to the students (Discipline Problems and Class-size) rather than the curriculum model appeared to have a more pronounced effect.

"THE NATIONAL CURRICULUM OF GREAT BRITAIN: PROMISES AND PROBLEMS"

Barbara A. Lewis, University of Alabama at Birmingham

In Great Britain, the 1988 Education Reform Act established a statutory curriculum for students aged 5-16 in English and Welsh state-funded schools. The curriculum consists of three core and seven foundation subjects, with the core subjects being given the most attention through age 11. Subject-area working

groups have developed programs of study and age-related attainment targets. National tests will assess students' progress at ages 7, 11, 14, and 16.

The purpose of this paper is: (1) to provide an overview of the content and implementation of Britain's National Curriculum and (2) to review concerns voiced by British educators related to the "de-democratization" of the curriculum process. Examples of the program of study, attainment targets, and methods of assessment from mathematics are included.

3:00 p.m. - 3:50 p.m. **INTERCOLLEGIATE ATHLETICS AND HIGHER EDUCATION (Symposium) ..... Henry Knox**

Organizer: Ann M. Neely, Vanderbilt University

Presenters: "OVERVIEW"

The purpose of this symposium is to present three major issues relating to intercollegiate athletics and higher education: gender equity, academic support for student-athletes, and faculty responsibility for athletics. The conclusions of the symposia will include an open discussion regarding these issues with the audience.

"GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS"

Fran M. Hoogestraat, Vanderbilt University

In 1972, Title IX of the Educational Act was passed, banning discrimination on the basis of sex. Twenty years later the NCAA released findings from its national gender equity study. The study revealed that male athletes receive twice as many athletic scholarships, 75% of the operating funds, and 80% of the recruiting dollars from the athletic budget. The Supreme Court has recently reinstated a mandate for compliance with Title IX. Courts have begun to rule in support of the women administrators, coaches, and athletes who have filed lawsuits regarding gender equity. What must the university athletic department consider as it evaluates and assesses its programs with regard to gender equity? The focus of the first presentation will involve the ethical and legal issues that are embedded within gender equity and Title IX.

"ACADEMIC SUPPORT FOR STUDENT-ATHLETES"

Bradley J. Bates, Vanderbilt University

Extracurricular obligations often put student-athletes in at-risk academic settings. In addition to their academic responsibilities, student-athletes participating in the National Collegiate Athletic Association (NCAA) at the Division I-A level have excessive extracurricular demands placed on them. The NCAA has only recently limited practice-time to twenty hours each week. The twenty-hour rule does not include voluntary strength training sessions, injury rehabilitation and treatment, taping and injury prevention procedures, weekend competition, class absences due to athletic travel, and the often intense stress from the media.

A balance between academic responsibilities and athletic obligations must be achieved. Academic support programs provide a means of compensating for the extensive extracurricular time demands of student-athletes. The second presentation will describe the development, implementation, and evolving application of a model program in place at a NCAA member institution, and will assess the effectiveness of the program. Implications for other universities and faculties determining the appropriateness of offering academic support at their institutions will be discussed.

"FACULTY RESPONSIBILITY FOR ATHLETICS"

Ann M. Neely, Vanderbilt University

With the barrage of concerns, criticism, and calls for reform in intercollegiate athletics in recent years, the term "institutional responsibility" has become a buzzword. The dismal graduation rates of student-athletes, repeated examples of academic abuses in athletics, and the isolation of athletes into subcultures of the university's student-body have focused attention to presidential and faculty accountability. It is the

responsibility of each university with membership in the NCAA to create an environment that is conducive to academic and athletic success. The final presentation will discuss the role of the faculty in intercollegiate athletics.

3:00 p.m. - 3:50 p.m. **READING AND CAREER EDUCATION (Discussion)** ..... **James Polk**

Presider: Nola Christenberry, Arkansas State University

Presenters: "EFFECTS OF INDIVIDUALIZED, INTEGRATED LANGUAGE ARTS INSTRUCTION ON THE ATTITUDES OF POOR READERS"

Dana G. Thames and Carolyn Reeves-Kazelskis, University of Southern Mississippi

The study explored the effects of individualized, integrated language arts instruction on the attitudes of poor readers. A total of 63 elementary students participated in the study, 33 in the treatment group and 30 in the comparison group. Twice a week for a period of 12 weeks, the treatment group received reading instruction that incorporated listening, speaking, reading, and writing activities based on their interests and trade books; the comparison group received basal reading instruction.

The Student Attitude Inventory was used as the pre- and post-measure. Results of groups-by-grade-level and groups-by-gender analyses of covariance using the attitude pre-measure as the covariate indicated a significant ($p < .04$) groups-by-grade-level interaction effect for self-perceptions as learners, a subarea, and a significant ($p < .04$) main effect for gender on total attitude scores. Treatment group students in the upper grades had higher self-perceptions as learners than did students in the lower grades, while comparison group students' self-perceptions were not affected. There were no significant effects on attitudes toward the subareas of listening, speaking, and writing.

"REFLECTING AND CHALLENGING GENDER ROLES IN LITERATURE: IMAGES OF COMPETENT WOMEN IN ROBERT A. HEINLEIN'S EARLY SCIENCE FICTION"

Phillip H. Owenby, University of Tennessee

This qualitative study examined women characters in Heinlein's 21 "Future History" stories; it was prompted by criticisms of Heinlein in some contemporary critical essays. Whether Heinlein's stories depict women negatively is of interest because of his continuing popularity and because his works are occasionally used in high school and university classrooms.

The "Future History" stories were chosen for analysis because Heinlein built his early popularity on them and because they presented a coherent interpretation of a developing American society. Each important women character was identified in each story. The character's apparent competence was judged from direct textual evidence. Heinlein's own explicitly stated or implied criteria of technical expertise, practical intelligence, social compatibility, and superior education were used as the basis for determining competence.

The study found that Heinlein portrayed women as competent slightly more often than not. The study concluded that Heinlein's stories are useful educational resources for examining ways that literature can both challenge and reflect gender roles in contemporary society. The study also concluded that Heinlein tended to portray educated persons positively. The study supported a criticism from an earlier study of Heinlein that concluded that his heroines usually tended to be portrayed as subordinate to his heroes.

"CHOICES OF READING MATERIALS AND THEIR EFFECT UPON READING ACHIEVEMENT"

George Rice, Suzonne Hitt, and Glenda Holland, Northeast Louisiana University

Currently, there is much discussion abut whether to utilize a literature-based or a commercially-packaged approach to reading. This study examined the impact of nontraditional and traditional materials on the reading improvement of college students in a Developmental Reading program.

Eighty-two students participated in the study. The sample was an availability sample, since students could not be assigned randomly to reading classes. The experimental group ($n = 41$) read four novels of various genre, and were tested, wrote a reaction paper, did an oral or written booktalk or wrote an essay for each

book. The control group (n = 41) used traditional reading materials for developing reading skills. Data were collected using the Nelson-Denny Reading Test, Forms E and F. Gain scores were generated from the pretest and posttest scores of the two groups. A t-test was computed to determine whether a significant difference existed between the gain scores of the two groups.

The results of the t-test indicated a t-value of -1.289 ($p < .10$). No significant difference existed between the two methods of reading instruction utilized in this study. Using a literature-based approach to reading appeared to be equally as effective as using a traditional, commercially-prepared approach.

3:00 p.m. - 3:50 p.m. **THE ARTS (Discussion)** ..... **Andrew Jackson**

Presider: John M. Enger, Arkansas State University

Presenters: "CHARACTERISTICS OF STUDENTS IN HIGH SCHOOLS FOR THE VISUAL AND PERFORMING ARTS"

Janet C. Richards, University of Southern Mississippi; Joan P. Gipe, University of New Orleans; and Charles A. Duffy, Xavier University

Students in secondary arts school have been identified as "artistic." But few studies have investigated their other qualities. Information is lacking concerning these students' views about their counselors, artist/teachers, parents, peers, personal and school problems, family dynamics, anxieties, coping mechanisms, and perceptions about themselves and being labeled "artistic." Yet, experts agree that arts students need special guidance and teaching designed for their particular needs and interests.

In this study, 191 American and Canadian secondary arts students completed a researcher-devised questionnaire and psychological instruments that assessed personality dimensions, locus of control, and state/trait anxieties. Data were compared to adolescent norms, analyzed by descriptive statistics, and examined for strength of relationships among variables.

Results indicate that many of these students have good self-images regarding their artistic abilities. However, they diet strenuously, feel alienated from peers and teachers in academic high schools, have little time for socialization, and perceive their: (1) parents as having overly-high expectations; (2) counselors as competent, but distant; (3) artist/teachers as highly competent, but "bossy;" and (4) peers as competitive. They are also highly intuitive, externally directed, and anxious. Implications are that school personnel and parents must recognize these students' anxieties, external orientations, and need for socialization.

"A MUSICAL ACHIEVEMENT TEST CAN SUCCESSFULLY EVALUATE POSTSECONDARY INSTRUMENTAL STUDENTS AND PROGRAMS"

Wayne Dorothy, North Dakota State University, and Gordon C. Bobbett, Educational Consultant, Knoxville, Tennessee

The educational reform movement implies accountability. Accountability assumes identifiable and measurable student outcomes. Should the arts (music) be evaluated any differently than other academic disciplines?

Colwell's Musical Achievement Test 3 and 4 with respective subtests--valid and reliable musical achievement tests--were administered to instrumental students participating in Ball State, Florida State, and Wichita State instrumental programs (n = 352). Participants also responded to a college instrumental survey that included data categories such as: institution,organization level (first, second, third), major (music, nonmusic), gender, and grade level (freshman-graduate).

The statistics used to evaluate the data included mean scores, Z-scores, correlations, analyses of variance, and Scheffe's post-hoc test. The level of significance used for this study was .05.

Findings include: (1) placement and instruction of students by university directors are congruent with Musical Independence (MI), (2) MAT3/4 identifies differences at several levels among musical organizations/personnel; i.e., major, ensemble, instrument (woodwind, brass, percussion), gender,and program, (3) some MAT3/4 subtests are more useful in evaluating postsecondary MI than other subtests, and (4) there is a drop in MI between the sophomore and junior students.

A musical independence test can have a variety of uses; e.g., awarding scholarships, monitoring programs, and evaluating faculty instruction.

"COLLEGE ACTIVITIES AND THEIR EFFECT ON POSTSECONDARY INSTRUMENTAL MUSICAL GROWTH"

Gordon C. Bobbett, Educational Consultant, Knoxville, Tennessee, and Wayne Dorothy, North Dakota State University

College activities/experiences influence instrumental student's musical growth [i.e., Musical Independence (MI)]. Which activities contribute most and least to the student's MI?

Colwell's Musical Achievement Test 3 and 4--valid and reliable musical achievement tests--were administered to instrumental students participating in Ball State, Florida State and Witacha State instrumental programs (n = 354). Participants were grouped by MI level: high, medium high, average, medium low, and low. In addition, 10 college music-related activities (e.g., private lessons, ear training, theory, keyboard, music history, conducting, music education, voice/choir, ensemble, general academics) were examined from four perspectives: (1) number of semester classes in each activity, (2) student's grades in respective activity, (3) student's perception (5-point Likert scale) on its importance in developing musicianship, and (4) faculty's perceptions. Finally, the student's college GPA, age, hours practiced per week, and academic courses studied per week were also compared to outcome data.

The statistics used to evaluate the data included mean scores, z-scores, permutations, analyses of variance, Scheffe's post-hoc test, and partial correlations.

Findings included: (1) private lessons, theory, and ear-training courses positively influence student's MI, (2) college grades do not generally reflect the student's MI level, (3) poor MI students are not aware of activities that positively influence MI, and (4) college activities account for 53% of the student's MI.

3:00 p.m. - 3:50 p.m. **EARLY CHILDHOOD EDUCATION (Discussion)** ..... **William Blount-South**

Presider: Don Price, University of Tennessee

Presenters: "KINDERGARTEN CHILDREN FROM DIFFERENT SOCIOECONOMIC LEVELS: THEIR KNOWLEDGE OF COMMON FORMS OF PRINT"

Maryann Manning, Gary Manning, and Roberta Long, University of Alabama at Birmingham

The purpose of the study was to investigate the knowledge kindergartners have constructed about the content and purpose of print and to identify their perceptions of literacy in their homes. The population consisted of 70 children from different socioeconomic groups who were enrolled in kindergarten for the first time: 26 low socioeconomic inner-city; 26 middle-class city; 10 middle-class suburban; and 11 upper-class suburban.

The children were interviewed individually to determine: (1) their notions about reading and writing, (2) who they knew who read and wrote specific types of text; (3) their ability to recognize common forms of print, and (4) their ideas regarding information in different forms of print. The children's responses were compared.

Selected findings include: (1) newspapers were the most commonly recognized form of print; (2) children from higher socioeconomic levels recognized more forms of print and reported more forms of print in their homes; (3) fathers in all groups read the newspaper more often than mothers, and mothers read magazines more often than fathers; and (4) mothers in all groups wrote more letters and notes than fathers, but fathers from higher socioeconomic levels engaged in writing more than fathers from lower levels.

"USING CHILDREN'S DRAWING TO DETERMINE SUCCESS IN KINDERGARTEN"

Jan Miller, Meridian (MS) Schools, and Allan S. Tyler and Diane Richardson, Mississippi State University-Meridian

Scores on ability measures frequently play an important role in the success of students in school. More specifically, Russell (1973) noted relationships between drawing ability and overall school achievement. Unfortunately, scores on a drawing test are routinely viewed as subjective measures, not objective, thus minimizing their prediction capabilities.

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The purpose of this study was to determine if success in kindergarten can be predicted by analyzing drawings. Beginning kindergarten students' (n = 64) pictures (of a person) were scored using the Goodenough-Harris Drawing Test, yielding a standard score. End of the year achievement was measured using a district-wide kindergarten checklist.

Multiple regression analysis was used to compare drawings with achievement on the kindergarten checklist. This analysis revealed significant correlations between chronological age, standard scores (from the Good-Enough Harris) , and kindergarten achievement.

The results of this study seem to suggest chronological age coupled with drawing scores might be used to predict success in kindergarten, therefore supporting Hoffmans (1973) claim that children who draw well are usually successful in kindergarten.

"PARENTAL PERCEPTIONS OF A MULTICULTURAL PRESCHOOL SETTING"

Vicki Whitener Lepanto, Gloria Correro, and Dwight Hare, Mississippi State University

The purpose of the study was to qualify the nature of concerns of American parents and International parents who have their children in a multicultural preschool setting. A qualitative methodology was chosen, and on-site observations and interviews with both American and International families were conducted. Open-ended interviews were conducted in the home of the family or a location selected by the family. Family case studies were developed.

The data that emerged were classified into three areas: (1) educational concerns, (2) cultural concerns, and (3) racial awareness. It was established that both American and international parents have academic and cultural concerns, but they are exhibited differently. Racial awareness was also exhibited by both American and international children. By age three, the American children began to realize that everyone was not the same race and categorize the children as either black or white. About age five some children became aware that some children were from different countries. International children seemingly kept the categories of black and white and noted other categories among cultures, such as language.

3:00 p.m. - 3:50 p.m. SCHOOLS AND CULTURE (Discussion) ..... William Blount-North

Presider: Warren A. Land, Mississippi State University

Presenters: "SELF-CONCEPT, SCHOOL CLIMATE, STUDENT RACE, AND STUDENT GENDER AS PREDICTORS OF LANGUAGE ACHIEVEMENT SCORES"

John A. Nunnery, Marty J. Alberg, and Verkota N. Reddy, Memphis State University

It was proposed by the researchers that effects of gender and race per se upon achievement are likely to be spurious, with true effects being attributable to the personal and social milieu surrounding gender and race. In terms of school environments and the affective dimension of schooling, the predictive power of race and gender on language achievement were expected to be mediated through school climate and student self-concept.

The Tennessee Comprehensive Assessment Program (TCAP) language achievement test and the Self-Concept as a Learner-Revised (SCAL-R) were administered to fifth graders in 34 schools. Teachers were administered the Tennessee School Climate Inventory (TSCI). Students' (n = 570) 1991 TCAP Total Language normal curve equivalent scores were regressed on the following predictors: previous year's TCAP scores, student race, SES, and gender, SCAL-R total scores, and TSCI school mean total scores. Variables were entered according to their putative theoretical proximity to the dependent construct, with prior achievement, gender, SES, and race entered first, self-concept entered second, and school climate entered last. Results indicate that the power of race and gender to predict variation in verbal reasoning is attenuated when learner academic self-concept and school climate are taken into consideration.

"RELATIONSHIPS BETWEEN RACE, GENDER, AND CLASS CLIMATE TO LANGUAGE ACHIEVEMENT"

E. Dean Butler, John A. Nunnery, and Herbert McCree, Memphis State University

The study investigated relationships between fourth-grade classroom climate, students' race and

gender, and language achievement. Spring 1990 Tennessee Comprehensive Assessment Program (TCAP) total language normal curve equivalent (NCE) scores were matched to ratings generated by the Tennessee Classroom Climate Inventory (TCCI) for 441 students enrolled in 10 public schools. Principal components analysis and an oblique factor rotation of the scores for the TCCI items yielded regression factor scores for four class climate constructs: academic orientation, alienation, cohesiveness, and equity.

Total language NCE scores were regressed in stepwise fashion with race, gender, and the four class climate constructs. Four of the independent variables were found to be significant predictors of TCAP language achievement scores: race of the student and the climate factors of cohesiveness were positively related to language achievement, while minority racial status and alienation were negatively related to language achievement. Students experiencing alienation were also found to view their classrooms as possessing cohesive structures. Implications of the findings for educational policy and practice were drawn.

"CLASSROOM CLIMATE EFFECTS ON MATHEMATICS ACHIEVEMENT: A MULTILEVEL ANALYSIS"

Ernest A. Rakow and E. Dean Butler, Memphis State University

The purpose of the study was to determine relationships existing between class climate factors of fourth-grade classrooms, student background variables, and mathematics achievement. A multilevel model was used to address questions regarding effects of class climate factors and student background variables on achievement.

Analyzed were class climate and standardized mathematics achievement data obtained during the spring semester of 1990 from 875 students enrolled in 42 fourth-grade classes in 13 Tennessee pubic schools. The effects of four class climate factors as predictors of mathematics achievement were determined and relationships between achievement and student variables (race, gender, and SES) assessed with a two-level hierarchical linear model.

Major findings are that class climate factors mediate relationships existing between student characteristics and achievement and the psychosocial environments of classes impact on the distribution of achievement in significant ways. The study also confirms that hierarchical linear modeling is a useful tool for explaining variability of relationships existing between classes, students, and achievement. Implications of the results for educational policy and practice will be presented.

4:00 p.m. - 4:50 p.m. **AT-RISK STUDENTS (Discussion) .....Henry Knox**

Presider: Rex Leonard, University of Southern Mississippi

Presenters: "POSITIVE IMPACT PROGRAM (PIP) FOR AT-RISK BLACK MALES"

Charles R. Cobbs and Odel McCallum, Wynne (AR) Public Schools

In October, 1990, 16 black men organized the Positive Impact Program (PIP), a program to address the needs of at-risk black males in kindergarten through grade eight. Teachers were asked to refer black boys who exhibited one or more of seven at-risk characteristics.

Objectives of the program include: providing positive male role models, providing emotional support, enhancing self-esteem, and enhancing community and cultural pride. Boys in PIP attend weekly meetings with an advisor, attend group activities at least once a month, and follow 13 stated guidelines.

In the first two years, PIP outcomes have included: (1) since joining the program, no PIP participant has been involved in a problem with the police; (2) parents of PIP participants have become more involved in school activities; (3) teachers report all but one of the PIP participants have demonstrated improvement in attitude and/or performance; (4) program funding has been forthcoming through donations; and (5) all of the original 16 PIP advisors continue to serve the program.

"SEXUAL COERCION AND THE SPECIAL EDUCATION STUDENT"

Camille B. Branton, Jane Weare, and Fred E. Woodall, Delta State University, and Kathryn F. Smith, Western Line Schools

It has been found that students enrolled in special education have special social needs as well as

academic. Currently of concern is the increased incidence of sexual coercion among the regular school population. Based on characteristics generally thought typical of special education students, it is thought that special education students might be of even higher risk for victimization by this behavior.

The present study addresses the variables thought to be most closely linked with the incidence of sexual coercion in social situations. Variables included are race, sex, age of first male/female social interaction, number of occurrences of male/female interaction, self-esteem, locus of control, and incidence of coercive sexual behavior. A linear multiple regression formula was applied, and a significant relationship among many of the variables appeared to exist. The age of initial male/female social interaction and internal locus of control seemed to have the strongest relationship to coercive sexual behavior.

The outcome of the study implied that measures appearing to be appropriate for the regular school population might not be appropriate for the special education population. Implications related to the use of instruments designed for regular students will be discussed as well.

"REDUCING RECIDIVISM IN JUVENILE OFFENDERS: PROJECT ABOUT FACES' EDUCATIONAL IMPACT"

John R. Petry and Gordon E. Kenney, Memphis State University, and Harry L. Bowman, Southern Association of Colleges and Schools

The goals of Project About Face, a joint effort involving a juvenile court, a juvenile offender services agency, a military installation, and an institution of higher education, are to implement a program of education and training that reduces juvenile rearrest rates.

Two-hundred fifty-five (255) male juvenile offenders participated in the program. They spent the eight-week residential phase in structured daily living, counseling, and academics, and attended counseling groups during the six months of aftercare.

The Stanford Achievement Test was administered at the beginning and end of the residential phase. Physical conditioning was assessed at the same intervals. The Life Purpose Questionnaire, the Short Sensation-Seeking Scale, the MacAndrew Test, and the Defining Issues Test were administered three times: a pretest and two posttests. Second posttests were given at the end of aftercare. Program status, rearrest charge, household type, and welfare status were independent variables.

All educational and physical variables increased significantly. Life Purpose significantly increased then slightly decreased. At-riskness for addiction significantly increased, then significantly decreased. Approval-seeking consistently decreased, while law and order slightly increased, then significantly decreased. Authoritarianism slightly decreased, then significantly increased. The validity of responses to the Defining Issues Test significantly decreased, then slightly increased.

The short-term rearrest rate for graduates out of the program for six months was 25.8%. Approximately 50% of all participants were involved in some infraction either during or after the program. Recidivating participants were charged with less severe offenses than they were prior to the program.

4:00 p.m. - 4:50 p.m. **LEARNING STYLES (Discussion).....James Polk**

Presider: Norma Mertz, University of Tennessee

Presenters: "RELATIONSHIP OF COLLEGE STUDENTS' LEARNING STYLES TO THEIR ACADEMIC ACHIEVEMENT AND BEHAVIOR"

Ashley E. Green, Craig H. Jones, Kara D. Mahan, and John R. Slate, Arkansas State University

Kolb's learning styles theory is based on how people prefer to acquire information (i.e., concrete experience versus abstract reflection) and to process it (i.e., active experimentation versus reflective observation). Although this theory is often recommended as a model for educational planning, little empirical research has been conducted to support such uses, and what evidence exists has been contradictory. In this study the hypothesis that college students with different learning styles will study in different ways and, therefore, exhibit different academic behaviors and different levels of academic achievement was tested.

Subjects were 264 students at a mid-southern university in courses selected to represent a variety of academic majors. These students completed the Study Habits Inventory, the Learning Styles Inventory, and a demographic sheet that included a question asking for cumulative grade point average.

Results revealed significant differences in GPAs across learning styles, with convergers (i.e., prefer abstract reflection and active experimentation) having the highest GPAs and divergers (i.e., prefer

concrete experience and reflective observation) having the lowest GPAs. Divergers also had the weakest study skills, having problems discriminating between important and inconsequential material, and difficulty understanding written materials.

"THE LEARNING STYLE PREFERENCES OF TEACHERS IN GRADUATE SCHOOL"

Samuel Hinton, Eastern Kentucky University

This paper reports the findings of an action-research project pertaining to the learning style preferences of two groups of graduate students enrolled in a research methods-in-education class taught by the same instructor. The students were given the personal theory of learning survey (Johannsen, Johnson, and Dupuis, 1989).

The rationale was that if a majority of students chose what is identified as an authoritarian type learning style, it would be appropriate for the instructor to use a more formal lecture style approach in teaching. If the tendency is that the class preferred a more non-authoritarian-type learning style, it would be more appropriate for the instructor to vary teaching style and use more student-entered approaches such as cooperative learning and group work.

The "accountability" philosophy declares that "all children can learn" and that "all children do not learn in the same way." The significance of learning style theory today is evidenced in publications done on the topic by the American Association of School Administrators (1991) and the National Education Association (1992). Educators must address the issue of learning style theory and translate theoretical propositions into practice in college classrooms.

"THE CONCEPT OF LEARNING STYLE IN AMERICAN RESEARCH: IMPLICATIONS FOR PRACTICE AND FURTHER RESEARCH"

William A. Spencer, Auburn University

While it is commonly acknowledged that individuals vary in their rate of learning in school settings, it is less clear how or if they differ in the way they learn or in the way they assimilate and organize new knowledge. During the last 20 years the concept of learning style has been an important part of research directed toward individual differences. In particular, there has been considerable interest in exploring ways in which instruction could be made more effective by matching instructional modes with individual learning modes.

Unfortunately, one of the complications with this research is that there is a confusing and sometimes conflicting array of definitions of learning style so that it is difficult to integrate research findings from different settings. The purpose of this paper was to review and synthesize the most important studies of learning style during the past 20 years, assess what implications they have for teaching practice, and then to suggest some research questions that would merit further attention.

4:00 p.m. - 4:50 p.m. **TEACHER EDUCATION (Discussion).....Andrew Jackson**

Presider: Beatrice Baldwin, Southeastern Louisiana University

Presenters: "A MODEL OF THE CONTROL ORIENTATION OF PRESERVICE TEACHERS"

Eileen Lacour, Richard Kazelskis, and Mildred E. Kersh, University of Southern Mississippi

The purpose of this study was to determine which of three proposed models of control orientation of student teachers best represents the underlying relationships among five variables hypothesized to affect pupil control. Measures of locus of control, socioeconomic status, knowledge of teaching, teaching efficacy, and pupil control using established instruments were obtained on one assessment occasion from a sample of 225 preservice teachers at the end of a dual student teaching experience.

A possible causal relationship was suggested among the variables of interest as represented by the hypothesized models. Linear structural relationship (LISREL) analysis was employed to examine each of the proposed models. The correlation matrix of the variables was used as input to the LISREL program.

Goodness-of-fit indices suggested that the three hypothesized models offered significant improvement over the structural null model. Comparisons among the models indicated that no significant

difference existed between two models, but substantial improvement was demonstrated over the third representation.

Analysis of the data is presented in relation to the current literature and the complex relationships among the variables. Potential causes of the results and limitations of the study are discussed.

"A STUDY OF THE RELATIONSHIP BETWEEN LEARNING STYLE, BELIEFS ON DISCIPLINE, AND PERSONALITY TYPE"

Gloria Dansby-Giles, Jackson State University

The purpose of the study was to determine the relationship between learning style, beliefs on discipline, and personality type. A sample of 134 juniors and seniors who were enrolled in a secondary teacher education program were included within the study. The learning style was examined by utilizing the Productivity Environmental Preference/Survey. The Beliefs on Discipline Inventory (BDI) was used to measure the attitudes toward discipline, and the Myers-Briggs Type Indicator was utilized to determine the personality type. The above information was collected from the students at the beginning of the semester. The dimensions of learning style included noise, light, temperature, design, motivation, persistence, responsibility, structure, peer oriented, authority figures, several ways, auditory, visual, tactile, kinesthetic, intake, time of day, mobility, adult motivated, and teacher motivated. The components of the BDI encompassed the style of relationship/listening, confronting/contracting, and rules/rewards and punishers. The four dimensions of personality type were extraversion-introversion, sensing-intuitive, thinking-feeling, and judging perception.

The relationships between the variables were analyzed utilizing canonical correlations. The results indicated strong positive weights for the introversion dimension (.70) and the component for structure (.75), suggesting that introverts prefer a need for structure.

"PREPARING PRESERVICE TEACHERS TO COPE WITH CLASSROOM DISCIPLINE"

Linda Cornelious and Jack Blendinger, Mississippi State University

The purpose of this study was to determine the attitudes of preservice teachers at Mississippi State University to being trained in the Win-Win Discipline approach to establishing and maintaining classroom control. The Win-Win model presents five key steps for establishing and maintaining effective discipline. The model integrates research findings with practical advice from veteran teachers in an attempt to better prepare beginning teachers to cope with classroom discipline. A sample of (72) elementary and secondary students in the teacher education programs at Mississippi State University participated in this study. All participants were enrolled in a Planning and Managing Learning class. During the unit on classroom management and discipline, students were introduced to the Win-Win Discipline model.

Primarily, descriptive statistics were used in this study. The analysis of data revealed that there were significant differences between pretest and posttest results, indicating that preservice teachers clearly had a better perspective about discipline after having been introduced to the Win-Win Discipline model.

The findings revealed that practical approaches to classroom discipline are needed and that teacher education programs should adopt classroom discipline models that are simple to follow and implement.

4:00 p.m. - 4:50 p.m. **ATTITUDES (Discussion)** ..... **William Blount-South**

Presider: Frank L. Giles, Jackson State University

Presenters: "STUDENT ATTITUDES TOWARD LEARNING LINK: A DISTANCE EDUCATION PROJECT"

Kay P. Bland, Gary R. Morrison, and Steven M. Ross, Memphis State University

The purpose of this study was to determine student attitudes toward the distance education delivery system and to analyze specific attitudes towards the instructor and content in this type of environment. The subjects for the study were the 69 students enrolled in two classes during the spring, 1992 semester. Students participating in the study were from both sites for the project. Three written surveys were administered, students and teachers were interviewed, classes were observed, and classes were videotaped for additional analysis.

Findings revealed that the environment caused some concern for the students, especially if audio

or video problems occurred. Students also felt that peer/instructor interaction was hampered somewhat by the environment. Finally, students felt that certain teaching strategies worked better than others in this environment.

Specific recommendations from students that might have implications for future distance education projects involve correction of audio problems, the addition of a toll-free number for instructor-student interactions, and the design of specific strategies for utilizing the equipment to deliver instruction effectively. This last aspect includes content delivery, use of visuals, and camera operation when asking questions. Additionally, students felt they should receive specific instructions on learning to deal with the environment.

"STUDENT PERCEPTIONS OF TEACHER QUESTIONING AND RESPONDING BEHAVIORS"

J. Jackson Barnette, University of Alabama, and Sandra Orletsky and Beth Sattes, Appalachia Educational Laboratory

The Student Perceptions of Questioning and Responding (SPQR) was developed to assess student perceptions of teacher questioning and responding behaviors as a part of the evaluation of the Appalachia Educational Laboratory staff development program on Questioning and Understanding to Improve Learning and Thinking (QUILT). There were seven subscales: encouragement to ask and respond, question clarity, respondent selection,varying response formats, wait time, teacher reaction, and challenging questions. It was administered to 1,735 students across grades five to twelve in 13 school districts in five states.

Students recognize that their teachers use many behaviors associated with effective questioning. They have less recognition of behaviors associated with asking higher level questions, including all of the students, and use of wait time in soliciting and responding to student answers. While there were no significant differences between grade levels, students of female teachers were more positive than students of male teachers on the subscales of wait time and asking challenging questions, and there were differences between levels of years of teaching experience.

"A LOOK AT TEACHER RESPONSIBILITY AND STUDENT NEEDS"

Linda Summitt, University of Tennessee

The purpose of the study was to examine teacher responsibility as perceived by the teachers themselves and as viewed by the students. A group of 110 high school students from varied socioeconomic standings participated in the survey. One hundred teachers and administrators from the same community were also surveyed. Both groups were asked one question: What is a teacher's primary responsibility as a teacher? Student and teacher responses were compared. Literature relating to such topics as student motivation, teacher responsibilities, and teaching styles was reviewed. The literary observations were compared to student and teacher responses. Conclusions were drawn regarding: (1) which teacher actions lead to student success and (2) which survey group has a better perception of responsible actions that will meet students' needs.

Responses were placed in 17 categories. The overwhelming student response indicates that teachers should be more caring, while 50% of the responding teachers stated that their primary responsibility was to present information.

The study shows that further investigations comparing teacher and student perceptions may be quite valuable. Several lines of research have been suggested for further study.

4:00 p.m. - 4:50 p.m. **VOCATIONAL EDUCATION (Discussion).....William Blount-North**

Presider: Donald F. DeMoulin, University of Missouri-Columbia

Presenters: "THE MEANING OF WORK: A HIGH SCHOOL PERSPECTIVE"

Jacquelyn P. Robinson and David Shannon, Auburn University

Understanding perceptions toward work are important when helping students make the transition from school to work. The purpose of the study was to determine the effect of grade level and GPA on the meaning of work among high school students.

The Meaning and Value of Work Scale was administered to 230 students (grades 9-12) from

randomly-selected classes in rural and urban high schools. The focus of this study was that of Meaning of Work. The seven subscales of the Meaning of Work were: Experience, Philosophical Orientation, Societal Orientation, Opportunity, Status, Activity, and Productivity. Reliability estimates for these subscales ranged from .54 to .76, with a total scale estimate of .89.

A 4 X 3 ANOVA revealed three main effects. These were for the variable of GPA on the Philosophical Orientation subscale, Grade and GPA on the Societal Orientation subscale, and Grade on the Status subscale. Post-hoc tests (Tukey) were applied to further explain significant main effects. Generally, students with a lower GPA expressed a broader philosophical orientation, and students in the lower grades viewed work as more status- and society-oriented than those students in the upper grades.

"EFFECTS OF CAREER EDUCATION ON NINTH GRADERS IN RURAL MISSISSIPPI"

Carol A. Sprabery and Jo Carol King, Mississippi State University-Meridian

There has been an increase in both academic failures and dropping out of school at the ninth-grade level. The purpose of the study was to determine the effects of career education on rural ninth graders in Mississippi. Kemper County High School ninth graders participated in the study. At the beginning of the 1991-92 school year, a pretest was administered to 148 ninth graders. Each month a different topic in career education was taught. It included career education, school attitudes, vocational training, and role models for the ninth graders. A posttest was administered to the same ninth-grade students at the completion of the program. Demographics of sex, race, and age were also investigated.

A 15-question questionnaire was developed. Internal consistency was moderate, $\mu = .6784$, split-half $r = .6717$. There was a significant difference between the pretest and posttest ($p \leq .05$), indicating that career education did make a difference in the attitudes of the ninth graders. Analysis of variance on the demographics revealed race to be significantly different, indicating the possibility of race and career education making contributions to attitudes towards vocations of the future and dropout reduction.

"READING TO LEARN-READING TO DO: FUNCTIONAL CONTEXT READING TO IMPROVE WORKFORCE QUALITY"

Gale V. Medley, Chief of Naval Technical Training

Faced with 6,600 Navy recruits a year who were ill-prepared to begin Navy training (they read below the ninth grade), the Navy developed a functional context (job-related) reading immersion program. The challenge was to teach traditional reading and study skills within the context of Navy technical publications that were written at the twelfth-grade level and filled with technical jargon and illustrations. Even though the curriculum developer had extensive experience with educationally-deficient adults and knowledge of the latest reading theories, the challenges in developing this program and the lessons learned were many.

Instructor and course evaluations, questionnaires, and interviews indicated that the field test of both print and computer-based materials was successful. Recruit reading skills, technical knowledge, and self-esteem increased; follow-up training was successful.

This project has implications for business and government agencies who find that they must improve the basic skills of employees. Functional context (job-related) basic skills training meets employer objectives and personnel needs in a less-painful environment. Basic skills improve quickly using job-related readings and activities.

4:00 p.m. - 4:50 p.m. **ATTITUDES (Discussion).....Alvin York**

Presider: Cynthia M. Gettys, University of Tennessee at Chattanooga

Presenters: "PERCEIVED FACULTY AND ADMINISTRATIVE SELF-EFFICACY AND ITS IMPACT ON THE STRENGTH OF FACULTY/ADMINISTRATIVE RELATIONSHIP, THE DEGREE OF ORGANIZATIONAL TRUST, AND THE POTENTIAL FOR ORGANIZATIONAL CONFLICT"

Donald F. DeMoulin, University of Missouri-Columbia

The purpose of this pilot study was to establish validity and reliability parameters for the Index of Organizational Conflict and Trust (IOCT) measuring the strength of faculty/administrative relationship, the degree of organizational trust, and the potential for organizational conflict.

Participants included 48 K-6 faculty members and four building administrators of an elementary school in the Gibson County School District. Each participant was administered the Career Awareness Index (CAI) to establish self efficacy parameters and the IOCT. A multi-variate analysis of variance was used to analyze any significant relationships.

Preliminary results indicated that faculty and administrative personnel exhibiting moderate to low self-efficacy perceived a significant decline in their relationship and trust in organizational operations and therefore were more likely to enter into potential conflict situations. Faculty and administrative personnel with good to high self-efficacy perceived a good, mutual relationship and a climate of trust and were less likely to enter into potential conflict situations.

"SOME VARIABLES IN RELATION TO STUDENTS' ANXIETY IN LEARNING STATISTICS"

Toto Sutarso, University of Alabama

The purpose of the study was to investigate some variables that relate to students anxiety in learning statistics. The variables included sex, class level, length of study in higher education, school, mathematical background, previous statistics courses, and race.

The instrument was administered to the statistics classes at the College of Education, University of Alabama. The sample consisted of 58 males and 101 females students.

The association analysis showed that there was a significant relationship between students anxiety in learning statistics and the variables sex and school. However, an interesting phenomena, the data showed that there was not enough evidence to say that there was a relationship between students anxiety in learning statistics and the other variables.

5:30 p.m. - 6:30 p.m. **KEYNOTE ADDRESS** ..... **Mississippi Room**

Presider: Judith A. Boser, President

Welcome: Richard Wisniewski, Dean, College of Education, University of Tennessee

Speaker: Lynn Vogel, Whittle Communications, Edison Project Manager

6:30 p.m. - 7:30 p.m. **PRESIDENT'S RECEPTION**..... **Kentucky and Georgia Rooms**

THURSDAY, NOVEMBER 12, 1992

7:30 a.m. - 8:45 a.m. **GRADUATE STUDENTS' BREAKFAST (Limited to Graduate Students)**..... **Mississippi Room**

7:30 a.m. - 8:45 a.m. **MSERA AND MSERA FOUNDATION BOARDS OF DIRECTORS BREAKFAST (Limited to Directors)** ..... **Riverview Room**

THURSDAY, NOVEMBER 12, 1992

8:00 a.m. - 4:00 p.m. **Registration** ..... **Lobby**

8:00 a.m. - 8:50 a.m. **ENGLISH EDUCATION, WRITING, AND TEACHER EDUCATION (Discussion)** ..... **Henry Knox**

Presider: Donald Grigsby, University of Alabama at Birmingham

Presenters: "JACKSON, YOU HAVE A QUESTION?: GETTING AND HOLDING THE FLOOR IN A FIFTH/SIXTH-GRADE WRITING CLASS"

Catherine H. Randolph, George Peabody College of Vanderbilt University

This paper reports one aspect of a year-long ethnographic study of three sections of a fifth/sixth-grade writing class. Participant observation of the writing class was conducted for the full school year. Field notes, documents (including student writing and teacher handouts), and informal interviews with teacher and students were analyzed by the constraint comparative method using a theoretical framework derived from studies of classroom communication.

A central theme emerging from the work was the notion of shared control over classroom talk. Through overt instructions and physical cues, the teacher-guided students in assuming responsibility for a number of control functions traditionally associated with the teacher. While the teacher maintained control over some aspects of talk, mostly talk concerning management of the activity structure, much control was also turned over to students. For example, students delegated turns for talk in class discussions and acted as knowledge experts.

These findings are discussed in terms of their implications for the teaching and learning of writing and the nature of the classroom as a social system.

"CONSTRUCTING KNOWLEDGE THROUGH SELF-EVALUATION"

Linda E. Maxwell, University of Alabama at Birmingham

The purpose of this qualitative study was to describe ways in which students evaluated their own progress as writers after periodically reviewing their writing portfolios over a period of one school year. A secondary purpose was to describe the conditions that enabled them to construct their own knowledge.

Data were assessed from all students during the year through the use of questionnaires, self-evaluations, interviews, and portfolio reviews. Use of the multiple data collection procedures allowed triangulation of the data.

The major findings were as follows: students were able to organize, analyze, and synthesize the work in their writing portfolios. These skills were carried over into other curriculum areas. Students created additional portfolios to monitor their strengths and weaknesses in a certain area or skill of their own choosing. In doing so, they were able to establish personal and academic goals. Students also determined the conditions and/or activities that enabled them to construct knowledge. Implications for teacher practice will be discussed.

"DETERMINING ATTITUDES TOWARD WRITING/THINKING"

Gloria Richardson, Mississippi State University-Meridian

A recent change in classroom (K-12) instruction is the rediscovery of the relationship of writing to thinking (Emig, 1977; Elbow, 1981; Murray, 1990; Graves, 1983). Attitudes of teachers toward writing may affect their students' attitudes (Smith and Dahl, 1984). Positive attitudes generally influence in a positive direction; however, many teacher-education students and inservice teachers report negative attitudes toward writing. Because improved teacher attitudes could improve writing instruction, an instrument was constructed to measure attitudes toward writing and thinking. This 70-item instrument employed a Likert scale of one (Strongly Agree) to five (Strongly Disagree).

In the initial utilization of the instrument, 23 preservice education students were surveyed to determine their attitudes before and after a course in writing/thinking. To determine internal consistency, a Cronhbach alpha of .6931 was obtained. A one-way analysis compared the pretest and posttest responses.

Responses for significant items were graphed for comparison.

Potential uses for this instrument include: self-evaluations, staff development, and evaluation of courses for teacher-education programs and writing workshops.

8:00 a.m. - 8:50 a.m. **TESTS AND EVALUATION (Discussion)** ..... **James Polk**

Presider: Edward L. Shaw, Jr., University of South Alabama

Presenters: "RELATIONSHIPS AMONG HIGH SCHOOL GRADES, ACT TEST SCORES, AND COLLEGE GRADES"

Richard S. Myers and Michelle R. Pyles, Delta State University

Entrance requirements at Mississippi public universities have been based primarily on ACT scores. Those requirements are being broadened to include the student's high school grade point average as a result of the recent U.S. Supreme Court decision on the Ayers case, declaring that present admissions standards "restrict the range of choices on entering students as to which institution they may attend. . ."

Data were obtained for 420 first-time entering freshmen at a medium-sized public regional university in Mississippi whose student body is 60% female, 23% minority. The data used in this study were high school grades, ACT scores, four required college course grades, and the freshman year grade point average.

Regression analysis was performed using the freshman year GPA as the dependent variable with high school GPA and ACT composite score as independent variables. With a multiple R of .57, the relationship is significant, accounting for 32% of the variance in grade.

Grades in required first semester courses were also studied. The data enabled comparisons by race and sex.

Broadening the base of admission standards to include multicultural diversity will probably be considered by more states in the wake of the Ayers decision.

"PREDICTIVE EFFICIENCY OF SCORES ON THE ENHANCED ACT, RACE, SEX, AND GPA IN PREDICTING MCAT SCORES"

Charles W. Davidson, University of Southern Mississippi

Scores on the MCAT are the only truly objective measure used in admission to medical schools since grade point averages are highly dependent on the difficulty of the undergraduate major and institution attended, and interviews and recommendations are inherently subjective in nature. The purpose of this study was to determine the extent to which the new MCAT scores could be predicted from the Enhanced ACT and other information readily available to undergraduate premedical advisors.

The data for the study were collected from the records of all those persons enrolled in a major state university who had recently taken the newly revised MCAT and who had taken the recently revised ACT. The data consisted of scores on each subtest of the Enhanced ACT, sex, race, undergraduate GPA, and scores on each section of the MCAT.

Multiple regression analysis revealed significant correlations between each of the subtests on the MCAT and specific sets of predictors. The RSQ ranged from .803 on the verbal reasoning section of the MCAT to .109 on the writing sample. The results of this study indicate that ACT scores, GPA, sex, and race can be used to predict scores on each section of the MCAT except writing sample.

"COMPARISON OF HIGH SCHOOL GRADE POINT AVERAGE AND SCHOLASTIC APTITUDE TEST SCORES: A RESEARCH SUMMARY OF SELECTED GEORGIA HIGH SCHOOLS"

Michael D. Richardson and Jackson L. Flanigan, Clemson University; Jack I. Slaton, Jr., Franklin County (GA) School District; and Kenneth E. Lane, California State University

Educators and citizens throughout the country are concerned about student grades and course offerings in American high schools, as illustrated by at least 45 states that have increased high school

graduation requirements. Consequently, high schools are increasing their expectations for increased grade point averages, SAT scores and student achievement.

The purpose of this study was to compare the numerical rankings of the SAT scores and the GPA scores of 15 selected high schools in Georgia during the past four years. These data were subjected to chi-square analysis to determine relationships between GPA and SAT scores. The results clearly indicated that the grade point averages for the selected schools were not inflated when compared to the SAT scores.

8:00 a.m. - 8:50 a.m. **THE AMERICAN PSYCHOLOGICAL ASSOCIATION LEARNER-CENTERED PRINCIPLES: IMPLICATIONS FOR EDUCATIONAL RESEARCH (Symposium).....Alvin York**

Organizer: Jeffrey Gorrell, Auburn University

Presenters: "OVERVIEW"

The American Psychological Association is currently promulgating a set of 12 learner-centered principles based on decades of psychological research on children and adults. Their goal is to provide a policy base for educational reform from the vast literature related to learner-centered principles. Given the importance of these principles and their potential impact on education in the USA, this symposium will introduce the audience to the basic principles and provide a forum for discussion of the implications of such principles for educational research. The symposium is divided into four presentations, each following broad divisions of the principles.

"BIOFUNCTIONAL PRINCIPLES OF AUTONOMOUS LEARNING"

Asghar Iran-Nejad and Carol Tingle, University of Alabama

The learner-centered principles associated with cognitive and metacognitive processes will be addressed. Children begin learning immediately after birth, and many continue to learn effectively throughout life without the benefit of explicit how-to-learn instruction. What makes learning, especially early learning, effective without such how-to-learn strategies? Can we find a way to separate effective from ineffective how-to-learn strategies? This paper reviews these questions based on the emerging literature on cognitive theories reflected in the APA's learner-centered principles.

"THE DISCOVERY OF PERSONAL MEANING IN LEARNING

Jeffrey Gorrell, Auburn University

This paper addresses affective factors such as self-efficacy, self-concept, expectancy, motivation to learn, and curiosity. Research on learners' affective responses to learning suggest a rich interaction between the individual's acquisition of knowledge and the discovery of personal meaning of that knowledge. Individual's responses to learning are affected by their personal beliefs and by perception of the meaningfulness of new information to them. Further research should concentrate on processes upon which appropriate affective responses to learning can be built.

"SOCIAL FACTORS THAT ENHANCE LEARNING

Nancy Barry, Auburn University

This addresses social factors in learning. Learning, social competence, moral development, and self-esteem are enhanced by social interactions and communication with others in settings that allow the learner to interact with diverse students through respectful and caring relationships. The literature related to social factors in learning support classroom structures that embrace learner-centered principles. This paper will draw together the most pertinent issues related to this topic and examine directions that educational research should pursue in extending the basic knowledge of social processes in learning.

"INDIVIDUAL DIFFERENCES AND MULTIPLE INTELLIGENCES

Daniel Fasko, Morehead State University

This paper concentrates on individual differences and their relationship to learner-centered principles. Recent educational research indicates that learners differ in their preferences for learning mode and strategies. Thus, learning outcomes are related to student differences. Implications for research, instruction, and assessment will be discussed, especially as they relate to Gardner's (1983) theory of multiple intelligences.

The audience will be provided with handouts related to the APA principles and copies of full papers; they will be encouraged to question and comment on the ideas presented during the session.

8:00 a.m. - 8:50 a.m. **TEACHER EDUCATION (Discussion) ..... Andrew Jackson**

Presider: William A. Spencer, Auburn University

Presenters: "SIX YEARS INTO A FIVE-YEAR PROGRAM: IMPACT ON ENROLLMENT AND PROGRAM COMPLETION RATES"

Thomas W. George and Lynn C. Cagle, University of Tennessee

The faculty and administration of the College of Education at the University of Tennessee, Knoxville, decided in spring 1985 to change from a four- to a five-year teacher preparation mode. Prior to implementation, in fall 1987, many expressed concern that prospective students would not enter University of Tennessee at Knoxville's five-year program, choosing instead to enroll in one of Tennessee's other 38 four-year teacher preparation institutions. In more recent years many of those same faculty feared that students who chose to enroll in the program would defect after earning their baccalaureate degrees, failing to matriculate as fifth-year graduate licensure students. Others worried that financial strains of the fifth year would cause many to quit before licensure requirements were complete. This study's purpose was to determine what actually occurred.

The overall number of students admitted to the Teacher Education program was not significantly different as a result of the switch to a fifth-year program. Enrollment records revealed that 15% of the first cadre of five-year program students failed to matriculate into the fifth year after earning baccalaureate degrees. Additional analyses indicated that less than 1% of students who entered the fifth year failed to complete the experience.

"PERCEPTIONS OF COMMUNITY COLLEGE INSTRUCTORS AND ADMINISTRATORS TOWARD INSTITUTIONAL GOALS: DOES PROGRAM PURPOSE GUIDE THE COLLEGE MISSION AND PURPOSE"

Ed Davis, East Mississippi Community College, and Harold J. Morris and Joan West, Mississippi State University

The purpose of this study was to determine if the program or area of instruction of instructors and administrators in Mississippi's 15 public community colleges influenced their perceptions of the institutional goals of the college. The sample consisted of 231 instructors and administrators statewide who were surveyed to determine their perceptions. The two areas of concern were programs considered as vocational-technical and those established as university parallel or transfer course work. Statements relating to 20 common goal areas such as Community Services, Accessibility, and Accountability were used to derive current perspectives by the groups surveyed.

A comparison of means indicated significant differences between the groups ($p < .05$), indicating the program influence on perception of the parties involved. The analysis revealed the problems associated with directing differing functions of the same organization toward common institutional goals.

Involvement by all parties was encouraged with emphasis on common functions and operations that might facilitate better accomplishment of the institutional goals of the college.

"EMPOWERING TOMORROW'S TEACHERS: A MODEST PROPOSAL FOR TEACHER PREPARATION PROGRAMS"

Ellen S. Faith, Memphis State University

This paper critically reviews several missing pieces in typical teacher preparation programs that limit the efficacy of new teachers entering the profession in the context of todays reform agenda, taking the position that new professionals need stronger perspectives on and experience with: (1) public schools as organizations; (2) the changing social, cultural, and policy context for public school reform; and (3) the role of teachers as potential leaders who shape the nation's educational future.

Using a case study of a teacher education program that is undergoing curricular change and a shift in mission, this paper analyzes the perpetuation of a focus on the classroom role of the teacher together with student responses to an innovative foundations course that emphasized the changing context for educational policy and school reform, teacher empowerment, and professional leadership.

Recommendations for teacher preparation curricula and experiential learning include: (1) a focus on the organizational structures and issues in K-12 schools, (2) a focus on the non-classroom roles and responsibilities of teachers, and (3) a focus on the moral vocation of teaching within the context of both the higher aims of public education and, the challenging contemporary setting for practice and policy.

9:00 a.m. - 9:50 a.m. **MATHEMATICS (Discussion).....Henry Knox**

Presider: Anne C. Hamilton, University of Montevallo

Presenters: "A COMPARISON OF SELECTED FOURTH GRADERS' MATH ACHIEVEMENT SCORES AFTER TWO YEARS IN SAXON MATHEMATICS: A FOLLOW-UP STUDY"

Kim Sistrunk and Gary Benton, Mississippi State University

The purpose of this follow-up study was to determine if the Saxon Mathematics series continued to produce gains in math achievement of students following two years of Saxon instruction. Mathematic achievement was assessed for 110 students in the Meridian Public School District using the Stanford Achievement Test, Eighth Edition, during April 1991 and April 1992. Students from four elementary schools were grouped in terms of those who had one year versus two years of Saxon instruction. The students who were in the first year of Saxon instruction had previously used the Holt mathematics series. Mathematics achievement was measured along three dimensions: Concepts of Number, Math Computation, and Math Application. Race and sex were also examined as variables, which may have an impact on mathematics achievement.

Analysis of variance indicated that students who had received two years of Saxon instruction scored significantly higher ($p < .05$) in the area of math computation than did students who had one year of Saxon instruction. Based on this study, the use of Saxon Mathematics does produce gains in mathematics achievement of elementary school students.

"EFFECTS OF USING MANIPULATIVES ON MATH LEARNING IN A PRIMARY MULTI-AGE CLASS"

Yvetta George and Donna Dagnese, Broward County (FL) Public Schools, and Glennelle Halpin and Gerald Halpin

The effects of using Explorations, a manipulative-based math program, with primary students in a multi-age class were determined. Subjects were 58 middle to low SES students in a southeastern suburban school. Fifteen kindergarten students in the treatment group were matched by age, sex, race, and IQ with a control group from a pool of six kindergarten classes. Fourteen first-grade students in the treatment group were matched by age, sex, and race from a pool of six first-grade classes. Students in the treatment multi-age class were taught using Explorations and a variety of manipulatives. Students in the control first-grade classes were taught using the county-recommended math text/workbook, while students in the control kindergarten classes were taught using a combination of self-selected worksheets and some manipulatives. At the end of the school year, treatment and control students were individually tested, using a variety of manipulatives, to determine their level of math learning. An analysis (ANOVA) of their test scores revealed significant effects for treatment [$F(1, 54) = 10.49$, $p < .01$] and for grade [$F(1, 54) = 20.86$, $p < .001$]. Learning in math was significantly enhanced by the use of manipulatives, and first-grade students learned more than kindergarten students.

"REFLECTIONS OF SUCCESSFUL FEMALES IN A REMEDIAL MATHEMATICS PROGRAM"

Diana Venters, Pellissipi State Community College

The purpose of this qualitative study was to learn the perceptions of successful female students in a remedial community college mathematics program about their previous mathematics experiences. The researcher interviewed a sample of 12 traditional-aged students from an East Tennessee community college. High school transcripts and a demographic questionnaire completed the data. The interview questions focused on prominent issues in recent literature on gender and mathematics. Inductive analysis of interview transcripts produced the following themes within the three categories of questions: (1) the role of teachers - availability, attitude, and amount of time spent on teaching; (2) influences of others - peers, parents, and other school staff; and (3) self as learner - confidence, effort, likes and dislikes in mathematics. An additional theme of time pervaded the interviews with the interesting category of "a lost year" emerging from the data.

9:00 a.m. - 11:50 a.m. SCHOOL IMPROVEMENT (Training) .....James Polk

Trainers: "GETTING STARTED IN SCHOOL-BASED DECISION MAKING: A PRACTITIONER'S GUIDE"

Patricia Magruder and Michael Courtney, Fayette County (KY) Public Schools

One June 9, 1989, the Kentucky Supreme Court declared Kentucky's entire system of common schools unconstitutional, resulting in the development of one of the most comprehensive reform acts in this country, the Kentucky Education Reform Act (KERA) of 1990. A key provision of KERA mandates that all Kentucky schools be governed through school-based decision making (SBDM) by 1996. The scope of this session is to introduce Kentucky's SBDM model and to describe the collaborative efforts and views of a central office administrator and a secondary principal in instituting school-based decision making in Kentucky's second largest school district.

The objectives of this interactive session are to familiarize participants with the structure, role, and authority of school-based decision making within the context of the other key provisions of KERA; to share a central office view of SBDM, including planning strategies, changes in role, and key factors to making SBDM effective; to share a secondary principal's view of SBDM and a step-by-step approach to instituting an SBDM council; to discuss the issues related to decentralization; and to assist participants, through small group activity, to identify supports and barriers to the effective implementation of SBDM in their home schools and districts.

9:00 a.m. - 9:50 a.m. ADMINISTRATION (Discussion).....Alvin York

Presider: Gail H. Romer, University of Tennessee

Presenters: "DECISION MAKING IN SCHOOL ADMINISTRATION FROM THE PERSPECTIVE OF THE PRACTITIONER"

Louise J. Jones and T. Lee Napier, Jackson State University

The purpose of this study was to compare school administrator-selected course of action with theoretically-suggested course of action in making decisions relative to selected problems in administration.

An instrument was designed and distributed to a sample of school superintendents and principals. Ten scenarios were presented where the administrator selected a course of action to solve an administrative problem associated with sick leave, reporting, governance, promotion, absenteeism, performance appraisal, tardiness, staffing, motivation, and staff development.

Findings indicated that administrator-selected course of action agreed with the theoretically-suggested course of action in excess of 50%; of the time for six of the ten scenarios: sick leave (55%); reporting (70.1%); governance (85.3%); promotion (97.9%); tardiness (90.1%); staffing (60.1%). For the remaining four problem areas, agreement was below 50%: absenteeism (11.9%); performance appraisal (15.2%); motivation (30.1%); and staff development (15.5%).

Significant relationships existed between course of action (administrator-selected course of action vs. theoretically-suggested course of action) for reporting and sex, race, and governance, income and absenteeism, income and performance appraisal, years of experience and tardiness, and age and motivation (p

< .05); reporting and race, and race and staffing (p < .01); and, type of district and promotion, and race and tardiness (p < .001).

"IMAGES OF LEADERSHIP: PERSPECTIVES FROM PROSPECTIVE PRINCIPALS"

Marie Somers Hill, East Tennessee State University

As teachers attain educational leadership degrees, they begin to model and examine with new lenses principals' practice within their proximity. This study sought to determine leadership skills experienced by educators targeted by their districts as the next wave of school administrators. What positive skills do they wish to emulate? What observed behaviors do they consider negative?

Members of this study included 71 Florida educators with master's degrees who completed district screening to form a pool of candidates ready to assume administrative positions. A one-page survey examined behaviors of the building principal they would emulate or would not adopt as a future administrator.

Warmth and consideration demonstrated to students and staff by the principal was the factor most often cited as a positive quality to model in administrative practice. The principal's communication skills, willingness to allow participation in school decisions, and her/his visibility within the school and community were also listed as important qualities. Poor interpersonal skills were most often cited by respondents as least desirable to emulate in administrative practice.

The resounding message from this segment of the next generation of school leaders was that successful principals must be communicators and nurturers firmly grounded in ethical behavior.

"ORGANIZATIONAL, SOCIAL, AND GEOGRAPHICAL CONTEXTS IN RELATIONSHIP TO NEW PRINCIPALS"

Ira E. Bogotch, University of New Orleans, Richard D. Keaster, Southeastern (LA) University, and Beatrice Baldwin, Southeastern (LA) University

New principals face an enormous leadership challenge which is best understood within specific contexts. Although we have evidence that principals' initiatory behavior and program emphases vary with context differences such as SES, this study went beyond the general characteristics of principals' behavior to specific questions pertaining to external demands, job tasks, satisfaction, and role conflict new principals within three geographic sectors - urban, suburban, and rural.

Over a three year period, first and second year principals (N = 60) from urban, suburban, and rural districts in Louisiana were surveyed and interviewed on the variables mentioned above. The findings indicated meaningful distinctions among schools (e.g. , elementary and secondary, urban, suburban, and rural), governance structures, the degree of administrative support for school improvement, and socioeconomic status.

Understanding the effects of contextual variables has significance for mentoring, educating, certifying, and inducting new principals. Previous work with new and experienced principals by the authors has challenged many of the tradition beliefs regarding the socialization and role conflict of principals. As researchers continue to add multiple levels and contextual variety to their studies of school improvement, the correlate role of the building principal must be subject to the same level of in-depth scrutiny.

9:00 a.m. - 9:50 a.m. **AT-RISK STUDENTS (Discussion) ..... Andrew Jackson**

Presider: Abraham Andero, University of Southern Mississippi

Presenters: "THE USE OF SELF-REGULATED LEARNING STRATEGIES BY DISADVANTAGED STUDENTS"

M. Jan Mickler and Cynthia M. Gettys, University of Tennessee at Chattanooga

The purpose of the study was to determine which self-regulated learning strategies educationally disadvantaged students reported using or not using in their schoolwork. The Self-Regulated Learning Inventory, consisting of 60 specific learning strategies, was administered to 1,200 students participating in Upward Bound and Student Support Services programs nationwide. Students recorded the frequency with which they reported using each strategy in school. Data were grouped according to ten categories of strategies. A

frequency analysis was conducted to determine the most and least frequently used categories of strategies reported by students.

The least frequently used strategies by students were self-evaluating, transforming, rehearsing, and planning, and memorizing. The most frequently used strategies were environmental structuring, keeping records, organizing, and monitoring. Both groups, despite their differences in ages and educational experiences, reported more similarities than differences in frequency of strategy use.

Some instructional implications are that students from disadvantaged backgrounds may need support in applying what they are learning in school to the outside world, realizing a relationship between the amount of time spent studying and academic success, using self-testing and "self-talk" in their subjects, and restating complex concepts.

"LOCUS OF CONTROL AND ACHIEVEMENT OF AT-RISK ADOLESCENT BLACK MALES"

D. Lynn Howerton and John M. Enger, Arkansas State University, and Charles R. Cobbs, Wynne (AR) Public Schools

An individual is said to exhibit an internal locus of control if he/she perceives control or responsibility for life events. An individual exhibits external locus of control if he/she believes other people or chance is responsible for outcomes. This study examined the relationship between at-risk black male adolescents' locus of control and their academic achievement.

Forty-two middle school black males had been identified "at-risk" by their teachers. The Children's Nowicki-Strickland Internal-External (Locus of Control) scale was administered to the students to investigate the relationship between their expectancies (internal/external) and their academic achievement. Achievement measures were Stanford achievement test battery scores and end-of-year grades in school.

The average locus of control (LOC) score for the at-risk students was 16.45 (s.d. = 4.40), on the scale ranging from zero (internal) to 40 (external). Significant negative correlations (from $r = .34$ to $r = .48$) were observed for the LOC measure with Stanford tests scores (in reading, language, mathematics, science, social studies, and battery composite). LOC was significantly negatively correlated with three of the four student grade assessments: average grade ($r = .34$), English ($r = .34$) and science ($r = .41$). Generally, students more externally controlled received lower achievement scores than students more internally controlled.

"MASLOW REVISITED: ARE TEACHER EDUCATION PROGRAMS REALLY ADDRESSING THE NEEDS OF AT-RISK YOUTH?"

Camille B. Branton, Delta State University

Maslow's hierarchy of needs suggests that if one is to be able to fulfill growth needs such as a search for knowledge, then deficiency needs must first be met. As the make-up of the average child in the classroom changes and more students are defined as at-risk, teacher educators must move forward to provide an educational program that includes information and skills necessary for the identification and understanding of the many problems associated with the at-risk child.

This presentation will address the major categories used to define at-risk children, as well as methods for creating a safe and secure environment in which learning can occur. Traditional educational practices will be reviewed as well as new approaches that may be utilized to promote maximum learning in a classroom of at-risk students.

9:00 a.m. - 9:50 a.m. **TEACHER EDUCATION (Discussion).....William Blount-South**

Presider: Patricia Beaulieu, University of Southwestern Louisiana

Presenters: "THE CURRENT UNDERGRADUATE PEDAGOGICAL PREPARATION OF SECONDARY SCHOOL TEACHERS"

William Rieck, University of Southwestern Louisiana

The study was designed to answer three questions. First, what courses in pedagogy were required of all secondary education majors? Second, what were the current practices relative to student teaching?

Finally, how effective a job were we doing, in the eyes of the teacher educator, in preparing teachers for the public schools?

A survey instrument was developed and mailed to the 541 NCATE accredited institutions having undergraduate secondary education programs. A total of 310 or 57.3% of the institutions completed and returned the instrument. Descriptive statistical information was accumulated on each of the three major research concerns. Thirty-seven different components of methods courses were analyzed and the respondent judgments on completeness of preparation categorized.

Of the 37 items of content in methods courses, the mode was 14 items with less than complete preparation. Areas most commonly not treated sufficiently included educational technology, use of home assignments, and student assessment procedures. With respect to student teaching, the mode was 12 credits. In terms of total pedagogical credits the mode was 12 credits. The major implications deal with needs associated with content of methods courses and the possibility that many graduates may not be sufficiently prepared to teach.

"THE INFLUENCE OF A MODIFIED UNDERGRADUATE PROFESSIONAL EDUCATION PROGRAM ON SELECTED STUDENT CHARACTERISTICS"

Warren A. Land, Mississippi State University

The purpose of this study was to compare the influence of a traditional and modified undergraduate teacher education program on selected student characteristics. More specifically, when aptitude and ability are balanced through the use of the American College Test scores, there will be no significant differences in the selected characteristics of the students who were taught through the use of a traditional professional sequence and a modified professional sequence.

The modified professional sequence resulted from a statewide educational reform act that required graduates to pass the NTE in addition to other mandates and represents a continued effort to seek better ways to train teachers to meet challenges of the 1990's.

The subjects for this study were 595 undergraduate students for whom complete and usable data were available. Of this group, 171 students completed the traditional program and 424 completed the modified program. Data were collected through the use of ACT scores, NTE scores, and personal data.

When the selected student characteristics of the two groups were compared, no significant difference was observed between them. In addition, when the ACT scores of the students in the traditional group were compared with those in the modified group, no significant difference was observed.

"EFFECTS OF EDUCATIONAL REFORMS ON PREPOST REFORM NTE SCORES OF PHYSICAL EDUCATION MAJORS"

E. C. O'Neal and Pamela C. Kirk, Mississippi State University

The plethora of some 50 major educational reform reports over the past decade has redirected the American public's attention to the importance of education. Historically, educational reform and the restructuring of schools have called for changes in teacher preparation. In response to the Mississippi Education Reform Act of 1982, Mississippi State University, a NCATE-accredited teacher education institution, underwent major reorganization of its undergraduate program (1984).

The purpose of this study was to examine the differences between two groups, pre-post college of education reforms (1984-1988) and post-reform (after 1988). The initial phase of the study investigated differences in the composite American College Test (ACT), subtests, and National Teachers Examination (NTE) corebattery and physical education specialty area between two groups of physical education majors (N = 190).

The t-test for independent samples was used to compare the two groups. The post-reform group had significantly higher means on all parts of the NTE. The sub-scores and composite score of the ACT were also compared, and no significant differences were found.

The findings of this study relative to teacher education reform will be used to assimilate a more comprehensive data base by which to make informed curricular decisions.

9:00 a.m. - 9:50 a.m. **AN INTEGRATED MEDIA ENVIRONMENT FOR PUBLISHING TEACHER EDUCATION STUDENT PROJECTS (Symposium).....William Blount-North**

Organizer: Elizabeth S. Goldman, Vanderbilt University

Presenters:

"AN INTEGRATED MEDIA ENVIRONMENT FOR PUBLISHING TEACHER EDUCATION STUDENT PROJECTS"

Elizabeth S. Goldman, Vanderbilt University

For the past four years, faculty in our university's teacher education programs have been developing and using integrated media materials in methods courses for prospective elementary teachers. In this symposium/display session, we will demonstrate a software design that serves as a vehicle for organizing or "publishing" integrated media products created by different authors. This HyperCard-based system uses a floor plan of a school as the organizing metaphor, and individual HyperCard stacks are accessed through "rooms" or "furnishings" in the school. Although the software was designed originally to allow teacher education course instructors to organize assignments and activities that the instructor developed, we have been experimenting with its use to display HyperCard and videodisc products that students have created to disseminate their research findings or class projects. After a brief overview, members of the audience will visit individual displays where student authors will demonstrate their software and instructors will talk about how these products are used in the university's teacher education program.

"USING INTEGRATED MEDIA TO INCORPORATE RESEARCH INTO TEACHER EDUCATION"

Mary Lou Witherspoon and Linda Barron, Vanderbilt University

The materials to be demonstrated were based on research conducted for the first author's master's thesis. A pair of contrasting second-grade mathematics lessons on videodisc are now used by teacher education students who analyze the lessons and create their own integrated media presentations.

"A SIXTH-GRADE GEOMETRY LESSON: TEACHER, STUDENT, AND PARENT PERSPECTIVES"

Joy Whitenack and Lisa Starnes, Vanderbilt University

The purpose of this student project was to identify and analyze student, teacher, and parent perceptions of a mathematics lesson. Interviews were interpreted, indexed, and organized into an integrated media database that can be accessed as the viewer watches an edited version of the lesson.

"CHILDREN'S CONCEPTIONS OF FRACTIONS"

Sara Jane Wilson, Lynn Jones, and Jan Altman, Vanderbilt University

These materials were based on two student projects, the purpose of which was to learn about children's conception of fractions. Video of the clinical interviews that formed the bases of the studies was included on videodisc, with HyperCard stacks organizing and presenting the findings.

"APPROACHES TO TEACHING SCIENCE: AN INTEGRATED MEDIA DEMONSTRATION"

Clifford Hofwolt and Jim Johnston, Vanderbilt University

These Hypercard-based materials were designed to examine different models of elementary school science instruction. Edited versions of elementary schools science lessons were pressed onto a videodisc, and a HyperCard program was created to highlight contrasts and relate research findings.

"PREPARING TEACHERS TO USE COMPUTER-BASED PROBES IN SCIENCE EDUCATION"

Steven Garrison and John Harwood, Vanderbilt University

An interactive HyperCard program illustrating the use of computer-based probes will be demonstrated. Teachers can learn about the materials and watch a middle school science investigation in which students used probes to collect data.

10:00 a.m. - 10:50 a.m. GENDER ISSUES (Discussion).....Henry Knox

Presider: Ernest A. Rakow, Memphis State University

Presenters: "PERCEPTIONS OF SEXUAL HARASSMENT AMONG UNIVERSITY WOMEN"

Elaine M. Wells, University of Tennessee

This study was conducted to explore the experiences of sexual harassment among women employees in a university setting. Since many women do not use formal complaint mechanisms, this study examined the extent to which women perceived that the strategies that they chose to handle situations of sexual harassment resulted in satisfaction with the outcome.

The data for this study were collected as part of a survey on the status of women employees at a mid-sized midwestern university. Information was collected via an anonymous mail questionnaire from 802 women faculty, administrators, and classified employees concerning any experiences of behavior that could constitute sexual harassment during the previous two years.

Incidence rates were similar to those found at other universities. The most common strategies in dealing with the situations were to ignore the behavior, to avoid the individual, and to confront the individual. Regression analysis was performed to determine predictors of satisfaction with the outcome of the most serious incident. The extent to which women were bothered by the incident of harassment, feared retaliation, and felt that the incident interfered with their work were significant predictors ($p < .01$) of the extent of their satisfaction with the outcome of the situation.

"AN INVESTIGATION OF MISSISSIPPI EDUCATIONAL ADMINISTRATION LEADERSHIP FOR WOMEN PARTICIPANTS FROM 1988 TO 1992"

Bettye Pulliam Holcombe, Houston (MS) School District; Janet C. Henderson, Starkville (MS) Public Schools; and Ginger Sims, Mississippi State Department of Education

The purpose of the study was to investigate the current status of women who have obtained or pursued an administrative position after attending the Mississippi Educational Administration Leadership Institute for Women. A questionnaire was developed and distributed to the 175 participants from the last five years of the institute. The questionnaire documented the current status of the participants and identified factors that contributed to the success or failure of obtaining an administrative position.

Demographic data on the participants were collected in the following categories: age, race, marital status, past and current positions held, length of work year, salary range, degrees held, professional affiliations, district date, future plans, and year of attendance at the Mississippi Educational Administration Leadership Institute. Participants were asked to rank perceived factors that contributed to obtaining an administrative position and perceived factors that prevented them from obtaining an administrative position.

The demographic data were analyzed by percentages from participants' responses. Major factors contributing to success or failure in obtaining an administrative position were identified. These results, conclusion, and implications of this study will be presented.

"AN EXAMINATION OF THE PERCEPTIONS OF FEMALE SUPERINTENDENTS OF SCHOOLS CONCERNING CONSTRAINTS ON THEIR CAREERS AND THE CAREERS OF OTHER WOMEN ADMINISTRATORS"

Donna Hagen McCabe, Louisiana Technical University

The purpose of this study was to investigate the perceptions of female superintendents concerning: (1) the role of superintendent, (2) possible constraints on their careers, (3) how they overcame identified constraints, and (4) constraints on the careers of other women administrators. Two hundred fifty-four female

superintendents completed the Survey of Influences on Female Superintendents' Careers, which was followed by 20 telephone interviews.

Descriptive statistics were used to analyze data collected in the SIFSC. Metaphors describing the superintendency were analyzed and compared. Similarities and differences recorded in telephone interviews were tabulated and compared.

Females were satisfied in the superintendents' roles and perceived themselves to be effective. The four most constraining influences on their careers and on the careers of other female administrators were perceived to be: (1) the difficulty women experience breaking into existing organizational networks, (2) the belief that men are more able than women to handle the political aspects of the superintendency, (3) the belief that women lack understanding of school districts financing, and (4) the belief that women are not proficient in school business management.

10:00 a.m. - 10:50 a.m. GIFTED STUDENTS (Discussion).....Alvin York

Presider: Donna C. Morrison, University of Tennessee

Presenters: "EFFECTS OF THE JUNIOR GREAT BOOKS PROGRAM ON THE INTERPRETIVE READING SKILLS DEVELOPMENT OF GIFTED/ABLE LEARNER CHILDREN"

Teresa M. Nichols, Jacksonville State University

The purpose of the study was to determine the effects of the Junior Great Books program on the higher level thinking skills of gifted/able learners as measured by the Otis-Lennon Schools Ability Test (OLSAT), and to determine the effects of the program on the interpretive reading skills development of gifted/able learners as measured by an analysis of responses to interpretive questions. Three groups of students were observed. Experimental group one was 24 students identified as the top 20 percent of a second-grade population. Experimental group two was 59 second-, third-, fourth-, and fifth-grade students identified as gifted/able learners. A control group consisted of 143 second-, fourth-, and fifth-grade students identified as gifted/able learners.

A two-way analysis of variance with repeated measures was used to test three hypotheses. The ANOVA revealed insufficient evidence to reject the null hypothesis; thus, main effects were tested.

Quantitative measures did not reveal a significant increase in the mean OLSAT scores. Qualitative measures did reveal significant improvement in the quality of answers to interpretive questions as a result of participation.

"A LONGITUDINAL STUDY OF ACHIEVEMENT AND CREATIVITY WITH RURAL CHILDREN AND ADOLESCENTS"

Linda W. Morse, Joe Khatena, and David T. Morse, Mississippi State University

The purpose of this study was to compare achievement and creativity scores for a group of children who were enrolled in a gifted program in a rural school district with a comparison group of children who were not enrolled in special classes. This unique study compares these two groups over a three-year period.

Subjects included 53 children in the experimental group (gifted) who were 10-12 years old in the baseline year with two comparison groups of like age having a combined total of 78. A battery of instruments was administered to all students: Thinking Creatively with Sounds and Words, Raven's Progressive Matrices, California Test of Mental Maturity, Stanford Achievement Tests, Musical Aptitude Profile, and the Torrance Tests of Creative Thinking. The instruments were administered in the fall and spring of the baseline year; thereafter they were administered in the spring. The analysis focuses on three questions: Did participation in the experimental program yield any differences in either the achievement or creativity measures? How stable is creativity performance over a three-year period? Which of the initial scores best predict creativity at the end of the period?

"GIFTED JUNIOR HIGH STUDENTS' VIEWS OF THE TEACHING PROFESSION"

Lorna J. Lacina-Gifford, Neelam Kher-Durlabhji, Lesa Hatley, and Gail Lewis, Northwestern State University of Louisiana

In this study the researchers determined the occupational preferences of creative gifted and talented adolescents. Specifically, this study focused on adolescents' opinions regarding the teaching profession.

Two hundred and thirty-eight creative, gifted and talented seventh and eighth graders who had been selected for a residential enrichment program rated the teaching profession compared to 10 other commonly cited professions. The survey also determined the degree to which adults and friends encouraged the students' choice of a teaching career and job factors that made the students' choice of a teaching career and job factors that made teaching appealing. Descriptive statistics were calculated.

Medicine, law, science, and acting were the top-rated professions, and jobs in banking, teaching, nursing, and sales were rated the lowest. Questions eliciting students' three choices for jobs they would "most like to have" and jobs they would "least like to have" revealed that teaching was most often cited in the "least like to have" category.

Teachers were most likely to "strongly encourage" students' choice of teaching careers followed by principals, counselors, and parents. Friends were the least likely to give that level of encouragement.

Students found teaching appealing because of the potential for contributing to society, whereas, salary and perceived status were the least appealing aspects of the teaching profession.

10:00 a.m. -10:50 a.m. THE BIOLOGICAL NATURE OF RELEVANCE IN EDUCATION: SOME CLASSROOM APPLICATIONS (Symposium) .....Andrew Jackson

Organizer: Asghar Iran-Nejad, University of Alabama

Presenters: "AN OVERVIEW OF THE PROBLEM OF RELEVANCE IN EDUCATION"

Asghar Iran-Nejad, University of Alabama

Education has been in a perpetual state of reform seeking "far reaching changes in weary practices, outmoded assumptions, and long-assumed constraints" (America 2000, 1900, p. 5). Recognition of the need to change is necessary but not sufficient. What makes existing assumptions or practices outmoded? What kinds of alternatives ought to replace them? And what makes the alternatives more relevant? Without answers to these questions, old problems are likely to resurface to make the process of reform ineffective. Education today can no more systematically separate fact from fiction than could medicine prior to modern medical sciences. Then, deadly epidemics routinely wiped out populations because the information needed for distinguishing relevant and irrelevant practices was unavailable. Like early medicine, education is in many ways still in the beginning stages. Modern medical sciences now have reached a new level of understanding that can systematically separate practices that are relevant to disease prevention and cure from those based on irrelevant superstition. At the core of this understanding in medicine lies knowledge of how biological systems function. Recent developments in the literature on how the brain functions suggest that a similar level of understanding for sorting out relevant and irrelevant school practices may be possible in education. The presentations in this symposium examine some of the classroom application of the notion that relevance in education is, as in medicine, biological in nature.

"DISTINGUISHING RELEVANT AND IRRELEVANT PRACTICES FOR TEACHING LETTER WRITING IN EARLY GRADES"

Beth Winson, University of Alabama

This paper uses a lesson for teaching letter writing to illustrate how the insights form the literature on brain functioning can be useful in the language arts classroom. Traditionally, children are exposed to letter writing in the early grades with a goal of learning the different parts of a letter. Seldom what students learn generalizes to their own lives outside school. This presentation discusses how knowledge of how the nervous system functions can be incorporated in a lesson on letter writing and how such a lesson might encourage the spontaneous generation of letters and their use as an authentic communication tool.

"DISTINGUISHING RELEVANT AND IRRELEVANT PRACTICES IN PLANNING A MATHEMATICS LESSON"

Norma J. Wynn, University of Alabama

What are the relevant factors a teacher should consider when developing lesson plans? How does a teacher determine what practices to include? This presentation discusses a mathematics lesson to illustrate how insights from the literature on brain functioning can be useful in thinking about the relevant phases and processes of learning mathematics.

"ASSESSMENT OF RELEVANT LEARNING PROCESSES"

JinGyu Kim, University of Alabama

Much attention is traditionally given to the assessment of learning outcomes, which is probably why testing seldom goes beyond the first level of Bloom's taxonomy. This presentation argues that information about how the nervous system functions is useful in identifying and assessing higher-level learning processes. It is concluded that assessment of learning processes, in addition to outcomes, is necessary for a more balanced approach to testing classroom learning.

10:00 a.m. -10:50 a.m. TESTS (Discussion) .....William Blount-South

Presider: Roslin E. Williams-Dixon, University of Southwestern Louisiana

Presenters: "VALIDITY AND USEFULNESS OF THREE READINESS TESTS"

Jerry B. Ayers, Tennessee Technological University

In the past two decades the use of standardized tests in the schools has expanded greatly. Much of this growth is in response to the demands of parents, governing boards, and others who are concerned that the schools are not doing a good job in educating children. School testing begins with the administration of readiness tests to determine if a child is "ready" to enter kindergarten or first grade. A child who does not "succeed" on a readiness test may be held back from entrance to school.

Three of the more commonly used tests to determine school readiness are the Gesell School Readiness Test, Metropolitan Readiness Test, and the Brigance. Are these tests valid predictors of success in school? A review of the literature was made in order to locate all validity studies related to the three tests.

Each of the three tests correlated moderately with success in the early grades. However, the results lead one to question whether the tests provide sufficient information to make lifelong decisions about a child. Readiness tests are needed, but they must be used with caution. The full paper presents a summary of the review of the literature and suggestions for the use of readiness tests in the schools.

"IQ LEVEL AND SCORES ON THE STRONG INTEREST INVENTORY"

Alan S. Kaufman and James E. McLean, University of Alabama

The Strong Interest and its predecessors have been the subject of decades of research. Many studies have used Holland's Six General Occupational Themes, and some have explored the 23 basic Interest Scales. The literature addresses IQ in vocational counseling and includes studies relating Holland's themes to intelligence. The purpose of this study was to determine the relationship between IQ and the six themes and the 23 interest scales.

The subjects included a nationwide sample of 964 13- to 88-year-olds tested during the standardization of the Kaufman Adolescent and Adult Intelligence Test (KAIT). MANOVAs were conducted with age, gender, and KAIT IQ level as independent variables, and the six Holland themes and 23 interest scales as dependent variables.

IQ level was related to Investigative and Artistic themes. High IQ individuals scored nearly one standard deviation higher than Low IQ individuals on each of these scales. A number of Basic Interest Scales related significantly to IQ level, most of which were associated with either the Investigative or Artistic themes. IQ relationships were observed for both genders. The information gained from an individually administered intelligence test can enhance a professional's ability to interpret the Holland themes and interest scales for vocational counseling.

"THE SELF-CONCEPT AS A LEARNER AND THE MULTIDIMENSIONAL SELF-CONCEPT SCALE: A CORRELATIONAL STUDY"

Mark T. Barisa and Marty J. Alberg, Memphis State University, and Brenda McSparrin, Memphis (TN) City Schools

There is an abundance of instruments measuring self-concept currently being used. Numerous instruments have been designed, used to collect data, and used to make generalizations about a population even though these instruments have not been thoroughly validated. Reliability and validity studies of these instruments is seldom carried out and rarely found in the literature.

This study is a follow-up to a study that compared the academic subscale of the Multidimensional Self-Concept Scale (MSCS) with all of the subscales of the Self-Concept as a Learner Inventory (SCAL). The current study conducted a complete intercorrelational examination of all subscales in each scale. The SCAL and the MSCS were administered to approximately 200 high school and 200 middle school students in Tennessee during April and May of 1991.

All of the correlations were found to be significant. Differences in correlation strengths suggest that a factor analysis may be necessary to determine the actual factor clusters that are present.

10:00 a.m. -10:50 a.m. CURRICULUM AND INSTRUCTION (Display).....William Blount-North

Presenters: "AN ISSUES-BASED RESEARCH PROJECT: NATIONAL GOALS ON TRIAL"

Sandra Gupton, Priscilla Deville, Charles R. Scriber, and Ann Georgian, University of Southern Mississippi

One of the many current issues related to education is the development of a national curriculum. President Bush's and the governors' National Goals unveiled in January of 1990 have led to increasing attention to a national curriculum. The movements toward global education, more accountability and educational equity for all students have added to the fuel for a common, national curriculum for all students. On the other hand, there is widespread movement toward decentralization of school systems to create more local, site-based autonomy in all phases of school operation, including curriculum decisions.

The focus of this session will be the results of a research project completed by three doctoral students enrolled in an advanced curriculum development course. The pros and cons of developing a national curriculum were researched and the results presented to the class by using a mock trial format.

This display session will serve a dual purpose: (1) to reveal the research findings regarding the issues surrounding the development of a national curriculum and (2) to demonstrate the presentation format (mock trial) effectively used to debate an issues-related research topic as a part of a graduate class.

"MULTIMEDIA: A COMPUTER-BASED ENHANCEMENT FOR INSTRUCTIONAL EFFECTIVENESS"

David Craig and Michael Hannum, University of Tennessee

Computers were earlier touted as miracle devices that would radically transform all methods and systems of information transfer (Alonzo Hannaford, 1987). Though they did not deliver on the early prophesies as soon as expected, they are beginning to deliver in full measure. A public school classroom without at least one personal computer is an oddity; the elementary child without an affinity for technology devices (e.g., Arcade games and Nintendo) is virtually nonexistent. Classroom teachers should now begin to capitalize on their student's propensity for technology and the technology resources available to increase their instructional effectiveness.

In this display session, several lessons designed for school age students will be presented. Two different lesson-design software applications will be demonstrated. The presenters will also discuss other software applications that can be used on various computer platforms. A brief review of research demonstrating the efficacy of computer-generated instructional materials, plus the need for additional research and demonstration projects, will be offered.

"THE MARS MISSION CHALLENGE: A GENERATIVE, PROBLEM-SOLVING SCHOOL SCIENCE ENVIRONMENT"

Anthony Petrosino, Daniel T. Hickey, and the Cognition & Technology Group, Vanderbilt University

For the past several years, our group has been working with Anchored Instruction, which presents content in dramatic, video-based macrocontexts. The Mars Mission Challenge represents a new approach to anchoring instruction which does not rely on a narrative format to engage and motivate students. Instead this approach first challenges students to generate meaningful problems within a larger megacontext. This presentation describes the conceptual foundation of our efforts, illustrates the products that we have developed so far, describes additional tools under development, and describes our initial findings from trials in several classrooms.

11:00 a.m. - 11:50 a.m. HANDICAPPED (Discussion).....Henry Knox

Presider: Robert L. Kennedy, University of Arkansas-Little Rock

Presenters: "THE EFFECT OF COMPUTER ACCESS TECHNOLOGY BY BRAILLE STUDENTS ON INSTRUCTIONAL TIME"

S. J. Obringer, Mississippi State University, and Susan C. Kemp, Charleston County (MS) School District

Three vision teachers of braille reading students were studied to determine whether the use of technology by students to access computers through speech, large print and braille would reduce the amount of time each teacher spent on transcribing braille to print, and thereby providing more time for each teacher to devote to direct instruction and consultation.

The researcher provided each subject with eight data collection sheets, each covering a specific five-day week. On the starting date, the subjects began recording the minutes they spent at transcribing, direct instruction, and consultation. Baseline procedures continued for four weeks. Intervention procedures began on the sixth week and lasted four weeks. During the period of intervention data collection, the students each used a computer to do their classwork and produce a print copy for their mainstream teachers. At the completion of the intervention phase, each subject's daily times were averaged for baseline and intervention phases and plotted on bar graphs.

When the students used computers, a decrease in the time spent transcribing was recorded by each teacher. Although an increase in the amount of time for consultation was not demonstrated, each of the teachers did demonstrate an increase in time spent in direct instruction.

"THE GIFTED-VISUALLY HANDICAPPED CHILD: A REVIEW OF LITERATURE"

Shang-Ping Lin and Anjoo Sikka, Mississippi State University

The purpose of this paper is to provide an integrative review of literature pertaining to the identification, needs, and educational training of the gifted-visually handicapped (GVH) child. Definitions of the visual handicap, giftedness, and GVH individuals are discussed. Some possibilities of developmental delay and implications for special brain function have also been explored.

The authors found that providing braille training to visually handicapped children is important for reducing the possibility of bias in identification. The authors suggest that identification utilizing traditional measures should be conducted after ensuring that this population has had access to all educational experiences normally provided to similar age students. Additional information should also be obtained from the gains a GVH student may show as a result of special training (e.g., braille training). The authors conclude that attitudes of special educators and cooperation between regular education and special education personnel are critical in the identification, assessment, and programming for the GVH students.

In the final section of this paper, the authors describe two programs for the GVH and provide suggestions and implications for identifying and educating the GVH children.

"A COMPARISON OF THE PERCEIVED AND ACTUAL MATHEMATICAL COMPETENCIES OF A SELECTED GROUP OF EXCEPTIONAL INDIVIDUALS WITH VISUAL IMPAIRMENTS AND LEARNING DISABILITIES"

Rodney W. Woods and Jimmy D. Lindsey, Southern University, and L. Quinn Head, Jacksonville State University

This study compared the perceived and actual mathematical competencies of a selected group of exceptional students. Five students enrolled in a residential school and were identified as visually impaired/learning disabled participated in this study. The subjects were white males, had visual acuity ranging from 20/70 to 20/400 or less, and ranged in age from 11 to 16 years. Their reading and mathematics grade equivalent means were 3.9 (s.d. = 2.4) and 4.5 (s.d. = 1.7), respectively. Wilcoxon procedures were used to analyze the data. The independent variable was bilevel mathematical competence perceived vs. actual. The dependent measures were: (1) perceived content, operations, application, and total mathematical competencies secured using a 75-item questionnaire made up of randomly-selected KeyMath problems changed to statements. The subjects read a statement on the questionnaire (I can add two numbers and obtain the correct answer) and indicated whether they agreed or disagreed; and (2) actual content, operations, application, and total mathematical competencies obtained by administering the KeyMath. Directional hypotheses were assumed (i.e., perceived competence higher), and an .05 level was the criterion for significance. Results indicated that students with visual impairments/learning disabilities have significantly different perceived and actual mathematical competencies.

11:00 a.m. - 11:50 a.m. STRESS (Discussion) ..... Alvin York

Presider: E. Dean Butler, Memphis State University

Presenters: "DEMOGRAPHIC CHARACTERISTICS ASSOCIATED WITH PERCEIVED SELF EFFICACY LEVELS OF ELEMENTARY, MIDDLE AND SECONDARY PRINCIPALS"

Donald F. DeMoulin, University of Missouri at Columbia

The purpose of this study was to identify predetermined demographic factors that were representative of perceived self-efficacy levels of principals. Data were collected and analyzed from 212 elementary, middle, and secondary principals. Overall efficacy levels for each participant were determined and were categorized into three factors: High Efficacy, Good to Moderate Efficacy, and Low Efficacy. Supplemental indicators were also measured along seven parameters: Leadership, Work Ethics, Motivation, Problem Solving, Creativity, Communication, and Organization.

Principal Component Factor Analysis was used to determine significant loadings of predetermined demographic factors within the three-factor matrix. Preliminary results indicated that specific demographic characteristics are indicative of perceived efficacy levels exhibited by principal classification.

A multivariate analysis of variance was also used to analyze any significant relationships of demographic characteristics and supplemental indicators. Preliminary results indicated that certain demographic characteristics within the perceived efficacy levels had a significant impact on the individual supplemental indicators. Results suggested that, as individual efficacy declines, identifiable characteristics within the elementary, middle and secondary principal classifications become distinguishably noticeable and, depending on principal classification, certain supplemental indicators are adversely affected.

"EFFECTS OF A STRESS MANAGEMENT SEMINAR ON THE ABILITY OF STUDENT TEACHERS TO EFFECTIVELY MANAGE STRESS"

Carol A. Sprabery, Weems Community (MS) Mental Health Center; Gary Benton, Mississippi State University-Meridian; and Kim Sistrunk, Meridian (MS) Public Schools

The purpose of this study was to determine if participation in a stress management seminar prior to student teaching would reduce stress during student teaching. Student teachers enrolled in a prestudent teaching seminar were divided into two groups. The experimental group took a stress man
agement seminar; the control group received no treatment. "Stress Map" scales were administered on a pre-posttest basis.

Results of the t-test between independent groups indicated the experimental group made significant gains ($p < .05$) on 10 of the 21 scales used. Significant gain was noted in variables involving work satisfaction, personal changes, time management behavioral, and emotional symptoms.

In addition, when gain was measured on pre-posttest performance, the experimental group made significant gains ($p < .05$) on 10 of the 21 scales while the control group demonstrated significant gains on only two of the 21 scales.

Results were attributed to participation in the stress management seminar and indicate that such experiences could be considered as part of the student teaching experience.

"THE DIFFERENCES BETWEEN TEACHERS' AND PRINCIPALS' GENERAL JOB STRESS AND STRESS RELATED TO PERFORMANCE-BASED ACCREDITATION"

Elizabeth Smith Hipps, Muscogee County (AL) Schools District, and Glennelle Halpin, Auburn University

Reform efforts and the push for accountability have resulted in increased stress for teachers and principals. Principals have more access to information and control over stressful events than teachers have and, therefore,may experience less stress.

The purpose of this study was to determine if teachers and principals differed significantly on stress scores. The Measure of Educator Stress and items developed to measure stress related to the Alabama Performance-Based Accreditation standards were administered to 219 teachers and 58 principals from nine Alabama school systems that piloted the new accreditation system in 1989-1990. Discriminant analysis revealed significant differences in the stress experienced by teachers and principals. Examination of group means, Wilks' lambdas, and univariate F-ratios revealed meaningful differences on general stress subscales and accreditation standards subscales with teachers experiencing greater stress in each case. In the classification phase, group membership was predicted correctly for 82.2% of cases, but principals were incorrectly classified in 66.7% of cases.

Results of the study indicated that teachers and principals differed in the amount of general and performance-based accreditation standards stress experienced. Staff development in stress management and addressing levels of concern for change is needed to alleviate this stress.

11:00 a.m. - 12:50 p.m. WRITING AND PUBLISHING (Training) .....Andrew Jackson

Trainers: "WRITING AND PUBLISHING: A SUCCESSFUL COMBINATION"

John R. Petry, Memphis State University, and W. A. Kritsonis, McNeese State University

Involvement will center around the problems associated with writing and publishing articles and manuscripts. Topics to be included are sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publication. Other subjects to be addressed include the elements of style: elementary roles of usage, principles of composition form and an approach to style, and common faults in scholarly writing.

Objectives of the session are to increase the awareness of attendees of opportunities to publish, to raise standards for writing quality manuscripts, and to establish minimum guidelines for professional growth.

Activities include a diagnosis of the basic writing skills of attendees, an analysis of articles submitted for publications, and administration of a predictive measure for publication success. A number of sources for publishing will be presented and discussed. Publication sources will be identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts will be evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to the literature of the subject matter discussed.

11:00 a.m. - 11:50 a.m. READING (Discussion).....William Blount-South

Presider: Latha Bhushan, University of Tennessee

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Presenters: "APPLICATION OF LANGUAGE EXPERIENCE APPROACH TO LEARNING-DISABLED ADOLESCENTS IN A RURAL BLACK SCHOOL"

Danjuma Saulawa and Winifred Nweke, Tuskegee University

This study was designed to investigate the efficacy of using the Language Experience Approach (LEA) with rural black students who do not seem to benefit from traditional skills training procedures. The subjects were two 15-year old special education fifth graders, reading at the first-grade level, who participated in two parallel single-subject design studies.

Miscue analysis was used to evaluate subjects' strengths and weaknesses in terms of the number and types of miscues as well as speed and fluency in reading. Subjects were determined to be nonreaders. Consequently, LEA and miscue analysis were used as instructional and evaluation techniques, respectively. Subjects-dictated stories were typed and used as subsequent reading materials. The first-time subjects read their stories, a miscue analysis was performed to establish a baseline performance. This procedure was repeated one day and one month later to determine progress.

Both quantitative and qualitative statistical analyses were performed. Results indicated significant changes between the pre- and post-treatment criterion measures. Specifically, subjects made fewer omissions and fewer meaningless substitutions. Their reading fluency and speed also improved.

The procedures used in this study may help to rescue many rural black adolescents whose academic careers have been jeopardized by inability to read textbooks.

"PROJECT LETTER WRITING"

Gail Snipes-Johnson, Aberdeen (MS) Public Schools, and Jack Blendinger, Mississippi State University

The purpose of this study was to determine the effect of student-parent letter writing on reading performance. The project involved middle school students from low-income homes writing weekly letters to their parents about what they were learning in school. In return, parents were asked to respond to their children's letters. Correspondence was kept in letter writing journals.

The research design featured the matched-pair test. The subjects served as their own control group. Norm-referenced achievement test data in the area of reading was obtained prior to the start of the project and after its completion.

Significant increases in reading performance, especially in higher order thinking skills, as measured by norm-referenced achievement tests were noted for the students involved in the project. Student-parent letter writing appears to have a positive effect on reading performance for at-risk middle school students.

"READING RECOVERY INSTRUCTION: AN ANALYSIS OF MODIFIED USES FOR AT-RISK STUDENTS"

Robbie B. Roberts, University of Alabama at Birmingham

Reading Recovery, a successful reading and writing program for at-risk students, outlines procedures to be used by highly trained teachers. A method of implementing the Reading Recovery program was developed using part-time personnel and undergraduate teacher education students from a local university. The study investigates the effectiveness of part-time reading recovery teachers and undergraduates with limited training and access to their students.

The population was a group of 30 at-risk first-grade students enrolled in a local public elementary school. The student received modified reading recovery instruction on a part-time basis for a period of seven to twelve weeks. Anecdotal comments recorded after each session were analyzed for evidence of improvements in reading and writing strategies.

Selected findings include: (1) short-term instruction using modified reading recovery procedures can be effective when the teacher has professional training, (2) undergraduate students do not have sufficient training to implement reading recovery procedures effectively, and (3) undergraduate teacher-education students profit from using the reading recovery procedures, showing growth in their theoretical orientation toward reading instruction.

The results of this study encourage the use of reading recovery instruction with part-time teachers even though they are not fully trained in reading recovery procedures.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Display) .....William Blount-North

Presenters: "THE FIRST-YEAR TEACHER QUALITY ASSURANCE PROGRAM AT THE UNIVERSITY OF MONTEVALLO"

Bill Ernest and Anne G. Tishler, University of Montevallo

This display session will focus on The First-Year Teacher Quality Assurance Program at the University of Montevallo. Graduates of the College of Education teacher education program who are recommended for certification are given a Quality Assurance Promise (or warranty) during their first year of teaching. The program is an affirmation of the college's confidence in the quality of its graduates and their preparation.

Any school system in Alabama identifying a lack of professional or academic competence in a University of Montevallo graduate will be able to request that the College of Education help remedy the problem. The College of Education faculty and dean will travel to the school system and work with the teacher and the school system to redress the deficiency to the school system's satisfaction.

This program has received rave reviews by superintendents, principals, board of education members, the press, and from business and political leaders who served on the Governor's Task Force on Tax Reform. Literature explaining the Quality Assurance Promise and Procedures will be displayed along with other supporting documents.

"IMPLEMENTING AN INTEGRATED EDUCATIONAL PSYCHOLOGY AND INSTRUCTIONAL METHODS COURSE"

Patrick Ferguson and Elizabeth Salmeri, Arkansas Tech University

The educational psychology course has been criticized for its failure to translate learning theory into useful instructional practice. The literature provides little in the way of specific strategies and techniques for accomplishing this goal. It therefore falls to the instructors of educational psychology courses to experiment and publicize their efforts to reduce the gap between learning theory and instructional practice.

This display session will provide information concerning the design, implementation, and assessment of one effort to resolve this problem - an integrated educational psychology and instructional methods course. Handouts and displays of the following will be provided: (1) a written rationale and goals for the course, (2) a listing of learner outcomes in terms of knowledge structures and reflective decision-making skills to be acquired, (3) a topical content outline, (4) a sample model on classroom management, (5) the paradigmatic assignments for the field-based component, (6) the method for assessing the course outcomes: knowledge structures through semantic mapping and ordered tree techniques, and reflectivity through journal writing and folio assessments.

The particulars of the experimental course including the logistics, promises and pitfalls, tradeoffs, plans for revision, and the advantages and disadvantages of implementing an integrated approach to educational psychology and methods instruction will be discussed.

"SELF-REPORTED AND ACTUAL USE OF COMMUNICATION MODES BY TEACHERS OF STUDENTS WHO ARE DEAF-BLIND"

Suzanne Ewing and Anjoo Sikka, Mississippi State University, and Norma E. Tedder, University of New Orleans

In a study conducted with six high-school age students with deaf-blindness and their teachers, samples of teacher-student communication were videotaped. Communication techniques used were broken down into nine different modes using the Communication Observation Schedule. In addition, teachers completed a Communication Questionnaire in which they estimated the percentage of time they used each mode to communicate with their participating deaf-blind student. In this display, these self-reported usage of communication modes is compared to the frequency of actual modes used in the videotaped communication sample. A copy of the Communication Observation Schedule with brief instructions on its use is also provided. It is expected that knowledge of a discrepancy between perceived use of communication modes versus actual use of communication modes could increase teacher awareness of communication issues with students who are deaf ad blind.

"EVALUATING LEARNING: ONE STONE KILLS FOUR BIRDS (OR ONE LESSON ACCOMPLISHES MULTIPLE PURPOSES)"

A. Jan Ruthven and E. C. O'Neal, Mississippi State University

The purpose of this display session is to illustrate how one lesson/project in a course entitled Evaluating Learning can be used to serve multiple purposes. Two of the underlying principles of the Professional Education Core Curriculum at Mississippi State University are: the incorporation of current research on effective teaching and the modeling of a variety of instructional modes. Students in Evaluating Learning, one of the courses required of all teacher education majors, are required to engage in a cooperative learning project utilizing an article by Crooks that provides an extensive summary of research on classroom evaluation practices and student outcomes.

The lesson/project serves the following purposes: (1) familiarizes students with research on classroom evaluation practices, (2) models cooperative learning as an instructional mode, (3) models the use of a variety of rating scales, and (4) models the use of rating scales in the assignment of grades. A full description of the cooperative learning assignment, research article, and the rating scales will be on display and available for distribution. Others teaching a classroom testing/measurement course may wish to adapt the assignment/materials for their course.

12:00 p.m. - 12:50 p.m. TESTS AND RESEARCH METHODOLOGY (Discussion) .....Henry Knox

Presider: Janet C. Richards, University of Southern Mississippi

Presenters: "LEAST SQUARES METHOD FOR ANALYSIS AND INTERPRETATION OF STANDARDIZED TEST SCORE DATA"

Donald L. Grigsby and Stephen S. Underwood, University of Alabama at Birmingham

The purpose of this study is to use the least squares method to analyze Stanford Achievement Test (SAT) data. Raw test scores were obtained on six subtests of the SAT and the Otis-Lennon School Abilities Test for a fourth-grade class of 45 students. The raw scores were converted to standard scores. Least squares lines were calculated and plotted, first, sequentially in order of the subtests, and next, in order of the lowest to highest subtests scores.

An analysis of the least squares lines alone showed trends that could not otherwise have been seen: (1) there was more variation in the test scores among boys than girls, (2) students whose test data were more divergent in one set of lines did not show the same diversity in the other analysis, and (3) the relative strengths as well as weaknesses were graphically represented.

On the basis these least squares lines calculated on standard scores, it appears that policies on remediation and enhancement instruction can be more accurately specified than using percentile or stanine data alone. This method of analysis of standardized test data may be more beneficial to students, teachers, and schools and not as inflammatory for the media to use.

"EFFECTS OF NUMBER AND TYPE OF RESPONSE CHOICES ON INTERNAL CONSISTENCY RELIABILITY"

Gerald Halpin, Glennelle Halpin, and Scott Arbet, Auburn University

The purpose of this study was to determine the effects on Cronbach's coefficient alpha internal consistency reliability estimates of altering the number and type of response choices on measures administered to two independent samples. An 11-item measure of self-efficacy and a 10-item measure of decision making were given to two samples of students using two different item formats. One group ($N = 492$, mean age = 11.90) had two response choices for each test item, either true or false. The other group ($N = 730$, mean age = 11.97) had a four-option Likert-type response format ranging from strongly agree to strongly disagree for each item. A significance test for independent alpha coefficients indicated that the resulting reliability estimates were significantly different for both the self-efficacy measure [$F(701, 491) = 1.24$, $p = .005$] and for the decision-making measure [$F(729, 491) = 1.17$, $p = .030$]. Reliability estimates were higher with the four-option Likert-type format for both measures. On the self-efficacy measure, Cronbach's alpha for the four-option Likert scale was .67 versus .59 for the two-option true/false format. On the decision-making measure, alpha was .63 for the four-option Likert scale versus .56 for the two-option true/false format.

"PLEASURES AND PITFALLS OF INTERVIEWING CHILDREN AS A DATA SOURCE IN EDUCATIONAL RESEARCH"

Neelam Kher-Durlabhji, Lorna J. Lacina-Gifford, Janey Barnes, and Teresa Thornton, Northwestern State University of Louisiana

Educational researchers have underscored the importance of contextual factors in determining teacher effectiveness. They recognize that perceptions and interpretations of classroom events vary with individuals and their roles in the classroom. Significant differences exist between the perceptions of adults and children in interpretation of classroom events.

In two recent studies children in elementary grades were interviewed. The quality of interview data and interviewers' reflections indicated that interviews, though time consuming to conduct, analyze and interpret, provide rich data from children - a neglected data source.

Interviews with children are frequently criticized because conclusions regarding developmental differences are often confounded with factors such as limitations of memory capacity, cognitive strain, and degree of inference required in interpreting counterpart cognitive strain.

These pitfalls can be overcome by focusing on the ecological validity of stimulus materials and training interviewers to generate language and scenarios embedded in the children's reality, in the early identification of distracted or off-task behavior, response redirection skills, rapport building, and maximizing the the children's attention span. These strategies have allowed us to obtain children's perspectives on classroom events. Children's perspectives have often provided the critical contextual information needed to enrich teacher effectiveness research.

12:00 p.m. - 12:50 p.m. TEACHER EDUCATION (Discussion) ..... James Polk

Presider: Jerry B. Gee, Nicholls State University

Presenters: "FIELD-BASED TEACHING EXPERIENCES: A NATURAL EXTENSION OF TEACHER EDUCATION COURSES"

Marion E. Dana, The University of Alabama; Anthony J. Scheffler, Northwestern Louisiana State University; and William E. Slater, Bluffton College

A major obstacle to making the most of field-based teaching experiences is the fact that the classroom settings in which such field work is carried out do not always reflect the pedagogical instruction received by preservice teachers. The purpose of this study was to construct an instrument that would measure the degree to which observable classroom and teacher characteristics reflected the ideals set forth by the teacher education faculty regarding field experiences. Items for the instrument were constructed by soliciting from each faculty member a list of four observable teacher and/or classroom indicators that would characterize the environment in which an elementary/early childhood education student should be placed in order to ensure a quality field-based teaching experience.

After piloting the instrument on over 50 classrooms, the effort yielded an instrument with demonstrated evidence of reliability and validity that will prove useful in selecting sites where teachers' practices and classroom characteristics are reflective of an instructional orientation congruent with what students become familiar with on campus. Students and faculty can then be assured that field-based teaching opportunities will be practical extensions of theory-based teacher education courses.

"EVALUATION OF A PROGRAM FOCUSING ON TEACHING STRATEGIES FOR CULTURALLY DIVERSE STUDENTS"

William A. Person, Neil G. Amos, and Robert L. Jenkins, Mississippi State University

One of the most critical challenges facing professional educators today is how to meet the educational needs of all students in our schools. Educational literature is replete with information addressing more effective ways to serve culturally diverse student populations in the schools.

Since 1989, Mississippi State University has provided an intensive summer institute for selected elementary and secondary educators from within Mississippi. In each institute, participants have identified strategies for working with culturally diverse students in their respective school districts.

Sixty-two institute participants were requested to complete a survey consisting of 25 strategies for working with culturally diverse students by indicating the extent to which they have implemented them in their educational program using a five-point scale. Participants were also asked to provide a narrative statement indicating additional strategies they have implemented.

The results of the survey indicate that the intensive institutes have been quite effective in encouraging these professional educators to be more assertive in their efforts to meet the needs of culturally diverse students.

"SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS: A COMPARATIVE ANALYSIS OF SOUTHEASTERN UNIVERSITIES"

Allan S. Tyler, Mississippi State University-Meridian, and Martha Watjus, University of Southern Mississippi-Gulf Park

Special education teacher preparation has been criticized in recent years for not producing effective teachers. Some studies show that graduates, as well as undergraduates, tend to express dissatisfaction with much of the content of special education programs (Yarger & Mertens, 1980).

This study investigated the relationship between current university programs and state-of-the-art practices. The study was based on a catalogue survey of undergraduate special education programs in universities in four southeastern states. Emphasis was placed on competencies, curriculum and/or educational outcomes. Using a comprehensive university library, the researchers each investigated two of the four states for current catalogue listings. Interrater reliability was determined by reviewing the initial transfer form of universities from the other researcher's two states. The majority of undergraduate teacher training programs in southeastern universities were consistent in traditional course requirements. However, emphasis on emerging curricular areas was inconsistent.

In addition, the researchers conducted a thorough review of the literature to determine contemporary issues and needs for teacher competencies. Implications for a contemporary model of special education training program were developed.

12:00 p.m. - 12:50 p.m. DEVELOPMENT AND LANGUAGE (Discussion).....Alvin York

Presider: Gene Franks, Mississippi State University

Presenters: "CHILDREN'S ACQUISITION OF ALPHABETIC KNOWLEDGE AS THEY BECOME CONVENTIONAL READERS"

Ellen McIntyre, University of Louisville

The purpose of this longitudinal, ethnographic study was to examine how children acquired alphabetic knowledge as they moved from emergent to conventional reading. Three case-study children were assessed on measures of alphabetic knowledge prior to school and at the end of the first grade. The children were observed twice weekly for two years as they interacted with print. The learners wore remote microphones so that talk and reading attempts were recorded. Artifacts that reflected children's print interactions were collected. The children, teachers, and parents were interviewed concerning the children's print behaviors.

Analysis of the qualitative data involved review and coding of data sources and a computer database to organize information by time, child, and developing concepts and strategies with print. Quantitative assessments showed all children had acquired alphabetic knowledge prior to conventional reading. The better reader had a deeper understanding of the relationship of phonemic knowledge and processing text.

How children acquired alphabetic knowledge and how often they used alphabetic strategies and concepts in their reading reflected their level of knowledge prior to school. As they moved toward conventional reading, their natural developmental processes played a larger role than instructional interactions in their acquisition of alphabetic knowledge and reading progress.

"MEMORY DEVELOPMENT AMONG PRIMARY SCHOOL SINHALESE CHILDREN IN SRI LANKA"

Jeffrey Gorrell and K. H. Dharmadasa, Auburn University, and N. G. Kularatna and L. A. Abeyratne, National Institute of Education, Sri Lanka

Given increased interest in cognitive abilities of children in Western and non-Western cultures, the current study was designed to provide some descriptive and comparative information about the course of memory performance and predictions in Sri Lankan primary school children.

One hundred and fifty Sinhalese children in the first, third, and fifth grades were tested on 10 recall tasks using drawings of familiar items. Because of the steady increase in the number of items to recall, the tasks got progressively harder across the trials. The children made predictions regarding their chances of success prior to each trial.

Univariate ANOVAs, employing the Bonferroni procedure to adjust the .05 significance level appropriately, revealed statistically significant differences in performance favoring older children for seven of the 10 tasks. Chi-square analyses, however, showed no significant adjustment in prediction of success based on declining performance on the more difficult tasks.

Children were relatively consistent in their positive judgments of their ability to remember sets of as many as 10 pictures of common objects, not significantly adjusting their predictions based on their declining performance on earlier tasks. This is similar to studies in the United States that have found young children regularly overestimating their memory abilities.

"CORRELATION OF LANGUAGE SKILLS AND INTERACTIVE SOCIAL, EXTRACURRICULAR ACTIVITIES IN YOUNG ELEMENTARY SCHOOL STUDENTS"

Suzanne E. Cortez, Northern Kentucky University

The purpose of this study was to examine the correlation between language delay or poor oral communication skills among young, primary students. Identification of 32 students in grades two, three, and four was accomplished by reviewing teacher referrals for special testing. The presenting problems, as described by referring teachers, were primarily academic in nature. From a large pool of referrals, children were randomly selected. They then were divided into two groups: those who were described as exhibiting language problems, in addition to poor general progress, and those who were described as having no language problems.

A chi-square comparison of students in cells defined by language problems and participation in outside or enriching activities was calculated. Findings were significant ($p < .01$), indicating a relationship between poor or delayed language skills and lack of social interactive opportunities.

The study was replicated three months later, using a pool of new referrals. Similar findings were obtained.

12:00 p.m. - 12:50 p.m. SCHOOL IMPROVEMENT AND LEARNING (Discussion) .....William Blount-South

Presider: Samuel Hinton, Eastern Kentucky University

Presenters: "ACHIEVEMENT, SELF-CONCEPT, AND THINKING SKILLS FOR A MAGNET SCHOOL POPULATION AND A MATCHED DISTRICT SAMPLE - GRADES K-6"

Fred E. Woodall and Jane Weare, Delta State University, and Virgil Strickland and Jerry Kitchings, Cleveland (MS) School District

The present study compared levels of achievement, self-concept, and thinking skills for grades K-6 in a magnet school (emphasis on math and science) and a matched district sample, by grade. The magnet school enrollment figures indicate 92 white and 92 black students and the district sample enrollment was 235 black and 80 white. The Stanford Achievement test was used to measure achievement; the Coopersmith Self-Esteem Inventories to measure self-concept; the Process Thinking Skills Test (K-3), and the Critical Thinking Skills test (4-6) to measure thinking skills.

Descriptive statistics and analysis of variance were used for comparison ($p < .05$) of the results of each measure. Analysis included grade, race, and school (magnet or district sample).

Achievement results indicate that districtwide, the black students have lower achievement levels; however, race is not an issue in the magnet school student population. The magnet school students have higher achievement scores than the district sample. Self-concept measures indicated significant differences in all areas measured except veracity in favor of the magnet school students without regard to race. Differences exist in favor of the magnet school students in all thinking skills measured except two. Differences also existed between the magnet school's black students and the district sample.

"EFFECTS OF TEXTBOOK AND TEACHER DEFINITIONS ON STUDENT DEFINITIONS OF PSYCHOLOGY"

Gail H. Romer, University of Tennessee, and Tracy B. Henley, Mississippi State University

The purpose of this study was to determine the effects of textbook and teacher-used definitions of psychology on those used by students. Two teachers gathered definitions of psychology written by a total of 1,000 college students enrolled in introductory psychology classes on the first and last days of class during two successive, fall academic terms.

A word analysis of "first-day" definitions suggested three major themes: behavior, mind/brain, and environment. These themes showed that the conventional wisdom of these students about how psychology is defined is consistent, in most ways, with actual textbook definitions. From the same type of word analysis, "last-day" definitions revealed very close agreement with definitions contained in the text and the definition used by the teacher in the introductory psychology class. A brief comparison of student definitions to recent versus past textbook definitions disclosed specific differences and similarity.

It is important for teachers to know prevailing, conventional definitions of psychology when choosing a textbook for class. Teachers must be aware of the influence a textbook definition and the definition they themselves use in class have on the way students define psychology.

"THE RELATIONSHIP BETWEEN MEASURES OF STUDENT ACHIEVEMENT AND TEACHERS' CAREER LADDER LEVEL"

Brenda McSparrin, Memphis (TN) City Schools, and Ernest A. Rakow, Memphis State University

The purpose of this study was to examine the relationship between objective measures of student achievement and measures of teacher effectiveness from an existing teacher evaluation system. Class mean normal curse equivalent scores were obtained from six subtests on the spring, 1991 administration of the Tennessee Comprehensive Assessment Program's nationally normed achievement test. All Chapter I Memphis City Schools encompassing grades four, five, and six that had Tennessee Career Ladder Level II or III teachers were included in the study (N = 65). Career Ladder Level I teachers were randomly selected from the same population (N = 60).

A two between-one within-classrooms analysis of covariance with a repeated measures design was used to evaluate differences within and between subject areas and across three Career Ladder Levels and three grade levels while controlling for prior achievement. Differences in class achievement scores across grade levels were found only within a single subject area, reading. Differences in achievement scores within grade levels were found across some subject areas. Career Ladder Level III teachers had significantly higher class mean achievement scores ($p < .001$) than Career Ladder Level I or II teachers. These higher achievement scores were not dependent on grade level taught or subject area tested.

12:00 p.m. - 12:50 p.m. RESEARCH METHODOLOGY, TESTS, AND HANDICAPPED (Display).....William Blount-North

Presenters: "AN INVESTIGATION OF CONSTRUCT VALIDITY OF THE STRESS AUDIT"

Carolyn Minder and Paula Lyrse, Northeast Louisiana University

This study assessed the construct validity of the Stress Audit, a recently released instrument that measures three stress factors across 14 scales. Based on a psychobiological stress model, the Stress Audit measures stress reflecting situations, sources, and vulnerability. Subjects were 150 adults, each of whom was a member of a relatively stressful occupational group such as teaching, nursing, or business.

Cronbach's Alpha testing scale reliabilities showed that reliability across items was uniformly high. Theoretical validity was assessed by item intercorrelations that were comparable to those reported in the Stress Audit manual. Results of principal components factor analysis of the 14 scales provided clear support for a three-dimensional factor structure accounting for 77% of the total variance. Additionally, the three underlying dimensions (i.e., situations, sources, and vulnerability) emerged with remarkable clarity from varimax rotation.

Results support the multidimensional nature of Stress Audit data. Results also indicate that the Stress Audit is a useful addition to those instruments designed to reflect stress. Future research should include factor analysis of the 238 Stress Audit items among a larger sample as well as cross-validation using established instruments.

"INCONSISTENCY IN THE REPORTING OF QUANTITATIVE RESEARCH RESULTS -- AND A FEW SUGGESTIONS TO AUTHORS AND SPEAKERS"

Schuyler W. Huck, University of Tennessee

When preparing manuscripts for publication or presentation, authors must conform to strict rules that govern format. These "guidelines" cause accepted manuscripts to be exceedingly homogeneous with respect to appearance. Unfortunately, researchers vary greatly when discussing methodological/statistical aspects of their investigations.

For example, researchers often put one or more asterisks next to a calculated test statistic in a table and then explain, in a note, the statistical meaning of the asterisk(s). In some articles, more asterisks indicate a lower probability; in other articles, it's just the opposite.

While variability in the use of asterisks is a small problem, two other areas of inconsistency across manuscripts clearly impede the readability of research reports. On the one hand, when researchers assert that "the hypothesis was rejected," it is often unclear which hypothesis was discarded: null, alternative, or research. On the other hand, even in those cases where it is clear that the thing rejected was the null hypothesis, readers are sometimes left in the dark because the null hypothesis is never articulated.

In this display presentation, various inconsistencies are described via excerpts from recent articles/presentations. For each one, a suggestion is offered as to what authors should do to make their research reports more understandable for readers.

"LITIGATION: PROGRAMMATIC AND FISCAL IMPACT"

Jane Nell Luster, Louisiana Department of Education; Cliff Ouder, Assumption Parish (LA) Schools; and Jennifer Baird, Louisiana State University

The display will be divided into three parts. Part one will give a brief description of the implementation of statewide policies for extended school-year services for students with disabilities. The second and third parts will display programmatic and fiscal changes for 1988 through 1992.

Standardized extended school-year policies were implemented as a result of a consent decree between the Louisiana Department of Education and Advocacy Center for the Elderly and Disabled in 1991. Statewide programmatic comparisons will include the number of students eligible and served, students served in four age categories, and students served in three categories of disabilities. Statewide expenditures and per child expenditures through the five-year period will be shown. All comparisons will include statistical comparisons before and after the implementation of statewide program and fiscal policies.

During the past several years, courts have increasingly been involved in determining whether states are providing a free and appropriate education to students with disabilities, specifically in the area of extending the length of the school year based upon individual student need. To date there has been a paucity of literature examining longitudinal data on extended school-year programs.

"USING THE INTERNET/BITNET FOR RESEARCH"

William Gilley, University of South Alabama

The use of electronic mail has changed the potential researchers have to communicate. For example, AERA has an INTERNET/BITNET node (ERL-L) moderated by Gene Glass that is dedicated to issues concerning AERA. Additional nodes exist covering such topics as psychology, statistical consulting, and teaching statistics, while Telnet offers the opportunity to access the libraries at many of the more prestigious universities, the Library of Congress, and ERIC databases.

The SIG Educational Statisticians of AERA sponsored a session concerning problems encountered teaching statistics during the 1992 annual meeting in San Francisco. Every topic discussed had been, or was currently being, discussed by statisticians around the world on the EDSTAT node. Thus, a researcher has almost instant access to these discussions on a daily basis. The respective nodes also archive the

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discussions that can be retrieved easily using a database search. Thus, if a researcher is interested in the topic of repeated measures design, a simple search would retrieve all of the discussion concerning that topic.

During this session, information and examples of the use of the INTERNET/BITNET using both hard copy handouts and computer simulation will be distributed.

1:00 p.m. - 1:50 p.m. **WHAT TEACHERS NEED TO KNOW ABOUT ASSESSING CLASSROOM LEARNING: IMPLEMENTING AN UNDERGRADUATE COURSE (Symposium)**.....**Henry Knox**

Organizer: Judith A. Burry, University of Alabama

Presenters: "AN OVERVIEW OF AN UNDERGRADUATE COURSE IN AN ASSESSMENT OF CLASSROOM LEARNING"
Wayne D. Parker, University of Alabama

"COMPUTER APPLICATIONS FOR GRADING MODELS"
William E. Slater, University of Alabama

"PERFORMANCE ASSESSMENT MEASURES"
Wayne D. Parker, University of Alabama

"UNIT TABLE OF SPECIFICATIONS"
Karen Adkin, University of Alabama

"APPROPRIATE PAPER-PENCIL TESTS"
Zhicheng Zhang, University of Alabama

"If we really cared about student achievement, would we not go to great lengths to be sure each and every teacher is ready and able to assess that achievement in the classroom on a day-to-day basis?" (Stiggens, 1989)." Research indicates that the current level of assessment training does not meet the day-to-day needs of classroom teachers (Schafer, and Lissitz, 1989).

In the spring of 1990, the Standards for Teacher Competence in Educational Assessment of Students was published by the committee chaired by James R. Sanders representing the American Federation of Teachers (AFT), National Council on Measurement in Education (NCME), and the National Education Association (NEA). Standards were based on the actual needs of the classroom teachers. It took three years for the committee to develop these standards. The association subscribes to the view that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment. "Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy.

This paper outlines a college course suitable for graduate level education or inservice that is based upon the current standards. Much of what has been taught in those courses in the past has not been appropriate when it comes to the day-to-day assessment activities of the classroom teacher. This course has been designed to integrate five target areas of achievement: knowledge, thinking, behavior, product, and affect in three basic types of assessment: paper pencil, performance assessment, and personal communication. Applications of the five target areas are covered for all three types of assessment. Hands-on activities involve having the teacher use her/his own classroom materials for projects.

Course objectives, materials, projects, examinations, computer applications, and content will be detailed. This course has evolved over a period of the past two-and-one-half years. It is also integrated throughout the college of education with a task force committee.

1:00 p.m. - 1:50 p.m. **SEVERELY HANDICAPPED/COMMUNICATION (Training)**.....**James Polk**

Trainers: "OBSERVING RUDIMENTARY LANGUAGE AMONG SEVERELY DISABLED STUDENTS"

Norma E. Tedder, University of New Orleans, and Anjoo Sikka, Mississippi State University

This training session will provide teachers and researchers with a means to observe interactions of students with severe handicaps and other individuals in the context of the interaction. An observation instrument, Communication Observation Schedule (COS), and scoring manual will be provided to participants.

The major focus of this training session is to sensitize observers to the importance of observing communication within the context of the interaction, the existence of prelanguage behaviors that play an important role in communication, and to be able to observe communication of students with severe disabilities under supervision.

The training session will include: (1) a brief perspective on language development among students with severe disabilities, (2) a brief introduction to the observation instrument, (3) practice in observing videotaped interactions of students with severe disabilities and teachers in a classroom, and (4) discussion of the applications and use of this instrument.

1:00 p.m. - 1:50 p.m. **ATTITUDES AND TEACHER EXPECTATIONS (Discussion).....Alvin York**

Presider: Margie Dean, Holmes County School

Presenters: "THE EFFECTS OF INTERNAL-EXTERNAL LOCUS OF CONTROL AND SELECTED DEMOGRAPHIC VARIABLES ON RATIONAL-IRRATIONAL BELIEFS"

Janice E. Martin, University of Alabama; L. Quinn Head, Jacksonville State University; and Jimmy D. Lindsey, Southern University

Commonalities exist between social learning and cognitive behavior theories. Yet, there is a dearth of supportive empirical evidence.

Data were generated investigating an internal-external orientation and selected demographic variables (i.e., age, race, gender, education, and occupation) on rational-irrational beliefs. Independent variables were locus of control and demographic characteristics; the dependent variable was beliefs. Data were collected through administering the Internal-External Locus of Control Scale and the Irrational Beliefs Test (IBT) to state human service agency employees ($n = 105$). Kruskal-Wallis one-way analysis of variance was the statistical procedure used to analyze the data. When statistical significance ($p < .05$) was established, the Mann-Whitney U-test was the follow-up procedure.

The following results occurred: (1) significant differences in beliefs between internal and external females were obtained, and (2) significant differences in beliefs between internal and external subjects were also found at different educational levels.

Although no differences in beliefs between locus of control and age, race, or occupation were obtained, the aforesaid results provided some support that internally-oriented individuals maintain more rational beliefs than externally-oriented people (e.g., subjects completing graduate school held more rational beliefs than did subjects with baccalaureate degrees).

"THE EFFECT OF COGNITIVE AND NONCOGNITIVE THEORIES OF MOTIVATION ON MORALE AND PERFORMANCE OF CORRECTIONAL EDUCATORS"

Eben N. Gilbert, Jr., Tennessee State University

The purpose of this study was to identify the perceived effectiveness of cognitive and noncognitive theories, concepts, and methods of staff motivation on correctional educators in Tennessee as reported by the educators. The Performance Motivation Questionnaire was sent to the 240 certificated educators employed by the Tennessee Department of Correction and the Tennessee Department of Youth Development. Over 80 percent (192) of them responded.

The Performance Motivation Questionnaire was an instrument designed to obtain demographic information and correctional educators' perceptions of the effects of cognitive and noncognitive motivational concepts and practices on their morale and performance. It was used to collect data from the correctional educators in Tennessee. The data were analyzed using means, standard deviations, and the t-test of significance.

There was a significantly higher level of agreement on the effectiveness of the cognitive concepts than on the noncognitive concepts. There was significant agreement between the perceptions of educators working with adults and those working with juveniles, male educators and female educators, and educators in supervisor positions and those in teacher positions.

"EFFECTS OF TEACHER EXPECTATIONS AND LOCUS OF CONTROL ON STUDENT ACHIEVEMENT: A LITERATURE REVIEW"

Judy L. Giesen, University of Alabama

The purpose of this review was to present recent findings on the effects of teacher expectancies and locus of control on student achievement. Research for determinants of academic performance has taken many directions and has resulted in a vast amount of studies. The focus of this paper was to present general research findings pertaining to student achievement and two teacher cognitions: teacher expectations and locus of control. The influence of mediating factors on these cognitions such as gender, age, and socioeconomic status was also discussed.

Basic findings indicated a positive relationship between teachers expectations and student achievement. Students, whose teachers expected them to do well, showed significant gains in student achievement. In addition, more internally controlled teachers generally produced higher levels of achievement in their students than externally oriented teachers. Teacher expectations were generally lower for low socioeconomic status students. Females appeared to be more internally controlled than males. Internality generally increased with age. These results were discussed in relation to the measures used and how these cognitions may be studied more effectively in future research.

1:00 p.m. - 1:50 p.m. RESEARCH METHODOLOGY AND ATTITUDES (Discussion).....Andrew Jackson

Presider: Linda Walker, Mississippi State University-Meridian

Presenters: "TEACHERS AS ACTION RESEARCHERS"

Gail Snipes-Johnson and Catherine Wilson, Aberdeen (MS) Public Schools, and Jack Blendinger, Mississippi State University

This study shares the experiences of two teachers who were inspired to conduct action research in their classrooms by papers presented at the November 1991 Mid-South Educational Research Association Annual Meeting. The 1991 papers pertained to writing experiences provided to primary grade students. The papers were brought back to campus and discussed with graduate students. The discussions resulted in the development of Project Letter Writing--a project intended to strengthen the school-home connection for students from low-income homes through child-parent letter writing.

Since the study focused on a single, discrete social unit such as a school district, the case study method was used. The emphasis of the study was on recording and attempting to understand what takes place in a school and a school district in the way of administrator and teacher behaviors when an idea received at a conference is carried back to a school and put into practice. Results were favorable; Project Letter Writing -- the action research idea that was first introduced in a single classroom -- made an impact throughout the district and community.

"STUDENTS' ATTITUDES TOWARD STATISTICS"

Toto Sutarso, University of Alabama

The purpose of the study was to develop an instrument to measure students' attitude toward statistics (STATS) and to define the underlying dimensions that comprise STATS.

The instrument consisted of 24 items. Students were asked to what degree the statement described them using a scale from 0 to 9. The sample consisted of 79 males and 97 females students from the statistics classes in the College of Education and the College of Commerce and Business Administration at the University of Alabama.

The resulting data showed that the alpha reliability coefficient for the whole 24 items was .82. Then, after dropping the three weakest items, the reliability coefficient increased to .86. A principle component factor analysis with a varimax orthogonal rotation revealed six factors: students interest and future applicability, relationship and impact of the instructor, statistical tools, self-confidence, parental influence, and initiative and extra effort.

The Students' Attitudes Toward Statistics inventory psychometric analysis revealed sound properties, and, therefore, can be used by researchers and practitioners to measure students' attitude toward statistics.

"IMPACT OF A MANDATORY RESEARCH WRITING CLASS: ITS PERCEIVED VALUE AND EFFICACY"

Patricia Davis-Wiley, University of Tennessee

The purpose of this study was to determine the impact of a mandatory master's-level research writing course ("Current Trends and Issues in Education") on preintern, postintern, and inservice classroom practitioners.

The researcher surveyed a sample of 67 teachers (enrolled in a summer session of the above class), using an open-ended question format to focus on the following issues: the students' actual previous research experiences, the impact of the individual research conducted in this class on attitudes toward subsequent research endeavors, the value of the research projects and the topics researched, and the deemed merit of the above research class as an integral component of the master's program for preservice teachers at the institution.

Data were first qualitatively analyzed to identify commonalities in responses by question, then controlled for academic classification (preintern, postintern, other), gender, and identified teaching level (elementary or secondary). Neither gender nor teaching level appeared to impact the nature of the responses; the content, quality and tone of responses did differ slightly, however, when controlled by academic classification.

1:00 p.m. - 1:50 p.m. **TEACHER EDUCATION (Discussion) .....William Blount-South**

Presider: Barbara A. Lewis, University of Alabama at Birmingham

Presenters: "EFFECTS OF FORMAL INSTRUCTION ON PRESERVICE TEACHERS' BELIEFS ABOUT MULTICULTURAL EDUCATION"

Thomas L. Moore, Georgia Southern University, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

A pretest-posttest design was used to determine whether formal instruction on the topic of multicultural education would produce changes in preservice teachers' beliefs about basic concepts related to the topic. Three professors planned and delivered five hours of formal instruction, which included lectures and an oral dialog between two professors of different racial backgrounds; 31 preservice teachers received the instruction in three sessions, each being approximately one-and-a-half hours in length. Prior to the first lecture session and six weeks after the last lecture session, the preservice teachers responded to the Survey of Multicultural Education Concepts, an instrument consisting of 18 items with a Likert-type response scale.

The results of correlated t-tests indicated significant differences between pre- and post-scores on the total survey ($t = 4.48$, $p < .001$), and on six-item means (item 3, $t = 2.30$, $p < .03$; item 6, $t = 4.00$, $p < .001$; item 12, $t = 3.64$, $p < .001$; item 13, $t = 2.72$, $p < .01$; item 17, $t = 2.32$, $p < .03$; item 18, $t = 2.07$, $p < .05$). The six items addressed beliefs about the use of multicultural curricula, the celebration of "Black History Month," and gender issues.

"PRESERVICE TEACHERS' PERCEPTIONS OF MULTICULTURAL CONCEPTS"

Fran N. Many and Carolyn Reeves-Kazalskis, University of Southern Mississippi

The purpose of the study was to determine the multicultural knowledge and attitudes of preservice elementary teachers. The sample consisted of 89 junior and senior elementary education majors, none of whom had done their student teaching. The 29-item survey consisted of 15 attitude-based questions and 14 knowledge-based questions to which students responded on a five-choice Likert-type scale. Respondents indicated age, level of course work, and state residence history.

A t-test showed significance ($p < .02$) between the number of different states of residence and multicultural attitudes. Using Pearson correlation, there was a significant ($p < .001$) correlation between the knowledge component and the number of courses taken. Additionally, the Pearson product moment for items dealing with pedagogy and number of courses taken was significant ($p < .001$).

The results seem to indicate that while course work may influence the knowledge base of multicultural perceptions of preservice teachers, it has little or no effect on the attitude base.

"ARE PRESERVICE TEACHERS PREPARED TO TEACH IN MULTICULTURAL EDUCATIONAL SETTINGS: A COMPARATIVE EXAMINATION OF MULTICULTURAL PERCEPTIONS"

Roslin E. Williams-Dixon, University of Southwestern Louisiana, and Oneida L. Martin, Tennessee Technological University

During the last several years, teacher preparation programs have undergone major changes. Yet, preservice teachers are often unprepared for diverse educational settings. Existing social and racial problems in schools cannot be overlooked. Reports show that teachers often create educational disparities between racial groups.

This study examined some preservice teachers' (N = 266) attitudes toward various racial/ethnic groups. A social distance scale assessed respondents' perceptions of various racial/ethnic group relationships. Data were analyzed by determining the social distance between racial groups. Racial perceptions were also examined across sex and age groups.

Some mean score and percentage findings indicated that preservice teachers have more alienated attitudes with groups in which they have little or no proximity. Moreover, the closer the relationship (e.g., marital family membership), the more racial boundaries were maintained. More racial/ethnic groups were accepted as friends than as neighbors. While females were more tolerant of racial/ethnic groups than males, young blacks showed more alienated attitudes.

The study concluded that preservice teachers exit their program with alienated racial/ethnic perceptions that transfer into multicultural educational settings. Effective teachers have the multicultural ability to eliminate racial boundaries that impede academic learning.

1:00 p.m. - 1:50 p.m. **ENGLISH EDUCATION, EARLY CHILDHOOD, AND AT-RISK STUDENTS (Display).....William Blount-North**

Presenters:

"TEACHER EXPECTATIONS FOR KINDERGARTEN CHILDREN"

Edward L. Shaw, Jr. and Robert L. Doan, University of South Alabama

The ability of kindergarten teachers to predict children's future success in the kindergarten was investigated. Oral response to verbal and pictorial stimulation was the criterion used to predict future academic success in kindergarten for 23 prekindergarten children. Based on language usage, the teachers recorded their predictions of the children's academic success during their kindergarten experience. The children were rated from zero-to-four with four being the most successful experience. Upon completion of the kindergarten year, the children were again rated on a zero-to-four basis with respect to their teachers' perceptions of academic success in kindergarten. No significant correlations were found between the teachers' predictions and their final evaluations of the children. The findings suggest that teachers should avoid establishing early expectations of children.

"A COMPARISON OF SPONTANEOUS AND WORD PROCESSED COMPOSITIONS IN THE ELEMENTARY CLASSROOM"

Edward L. Shaw, Jr., University of South Alabama; Ann K. Nauman, Southeastern Louisiana University; and Debbie Burson, E. R. Dickson (AL) Elementary School

The objective of this pilot study was to determine if supervised writing can be affected through the use of word processing programs. Specifically examined were the quality of writing: grammar, spelling, punctuation, and creativity. The study addressed the following concerns: when students use computers as opposed to performing the same task with paper and pencil; if students are more comfortable performing spontaneous writing tasks on computers; if the ability to compose directly on the computer is a product of practice or instruction; if keyboard skills are essential to successful performance on computers; and how extensive instruction in the use of the computer program must be prior to the student's receiving a spontaneous writing assignment.

There were two methods involved in the research: first, the normal classroom writing assignments that correspond to the textbook; second, using the IBM lab during regularly scheduled computer time. Prior to beginning spontaneous writing assignments, students were taught word processing skills.

Preliminary observations revealed: the handwritten submissions were significantly longer than word processed versions; there were more punctuation errors in the computer reports; spontaneous writings appeared less creative and demonstrated less imagination than those from "story-starter" texts.

"THE EFFECTS OF GENDER, GRADE LEVEL, AND TARGET OBJECT ON IDEATIONAL FLUENCY"

Christy Crutchfield, Carolyn Minder, Veronica Lewis, and Charles Dunn, Northeast Louisiana University

This study was designed to investigate the effects of gender, grade level, and presence/absence of target object on creativity. Subjects were 70 children enrolled in kindergarten or fourth grade. The children were divided into cells according to gender and grade and then randomly assigned to one of two object conditions as follows. Thirty-nine children were administered an ideational fluency divergent thinking test (Torrance Unusual Uses) while viewing two fluency targets, a tin can and a bolt. Ideational fluency was elicited from 31 children using the same target objects, but subjects were not shown the tin can and bolt.

Results of three-way multivariate analysis of variance (MANOVA) revealed a significant effect for grade ($p < .02$). Fourth graders obtained higher ideational fluency scores than did kindergarten children in regard to familiar object fluency (i.e., the tin can) as well as to unfamiliar object fluency (i.e., the bolt).

Results support the use of ideational measures of creativity, at least among elementary-aged children. Further support for the conclusion was provided by multivariate results that revealed a moderately strong MANOVA root underlying the data. Because both dependent variables were identified with this dimension, an ideational fluency variate appeared to measure the data.

"PAL--AN ALTERNATIVE TO IN-SCHOOL SUSPENSION"

Arlene T. Amos, Choctaw County (MS) Schools

The purpose of this display is to present an alternative to In-School Suspension or the negative experience of home suspension for those nonaggressive students who cry out for help with their actions at school. The Choctaw County School System has combined both district and Chapter II funds to provide an intensive climate to promote positive attitudes and good self-concepts for those borderline children who struggle to survive in a school environment. Students are placed for a minimum of 10 days and a maximum of 30 days in a closed, closely counseled and supervised environment in an effort to get them back on tract and with the ability to function in the classroom. The display will contain copies of all forms used in placement and evaluation so that MSERA members may duplicate this project.

2:00 p.m. - 2:50 p.m. **ADMINISTRATION (Discussion).....Henry Knox**

Presider: John F. Riley, University of Montevallo

Presenters: "A STUDY OF THE PREPARATION OF EDUCATION ADMINISTRATORS IN THE STATE OF CALIFORNIA"

Karen L. Clark, National University

The purpose of the study was to determine how well education administrators in the state of California felt that their courses in higher education prepared them for their current assignments as education administrators. Measures of opinion were obtained from a sample of 300 elementary school administrators. A 73-item questionnaire was utilized that identified competencies from both the Preliminary and Professional Tier programs for the state.

The "majority percentage" opinion of the sample was recorded as significant and fell within five categories of "Very Well Prepared," "Somewhat-to-Very-Well," "Somewhat," "Somewhat-to-Not-Well," and "Not Well."

Significant results were reported in the "Not Well" category: (1) funding and laws for special programs, (2) issues related to adult learners, (3) meeting needs of limited-English-proficient pupils, (4) planning procedures for building, equipment, and supplies, and (5) issues related to computer technology.

"PRINCIPALS' AND SUPERINTENDENTS' PERCEPTIONS OF EDUCATIONAL ADMINISTRATION PROGRAMS"

Mary W. Funderburk, Anne G. Tishler, and Bill Ernest, University of Montevallo

Research has identified the principal's role as a key to school effectiveness. Consequently, the preparation of principals assumes a critical place in school reform. A number of educational administration programs are undergoing curriculum review and revision to better meet this challenge. This study was conducted to provide empirical support for such revision by assessing perceptions of administrators on the adequacy of their educational administration preparation.

Questionnaires were mailed to 129 superintendents, 387 experienced principals, and 112 first-year principals in Alabama. All were asked to rate the curricular components of educational administration programs on their importance to successful administrative performance and to rate how well they were prepared in each component. Data were analyzed using frequencies and percents, and group comparisons were made using chi-square. Solicited suggestions for program improvement were topically summarized.

Results indicated that superintendents rated several components as more important than principals did (e.g. funding, budgeting, policy development); new principals rated their preparation in some areas (e.g., communicating with parents, supervision) more highly than experienced principals or superintendents; most components were rated higher on the importance dimension than on the preparation dimension. As educational administration program revision is considered, this study has implications for both curriculum content and delivery.

"AN ANALYSIS OF THE EVALUATION PROCESSES USED BY ARKANSAS SCHOOL BOARDS TO EVALUATE SUPERINTENDENTS"

John M. Edington, III, and John M. Enger, Arkansas State University

The purpose of the study was to examine the evaluation processes used by Arkansas school boards to evaluate their superintendents. Contrasts were also made with the results from a recent national survey that reported techniques used in the evaluation of superintendents, information about who had input in conducting the evaluation, and criteria used as factors in the evaluation process.

School board presidents throughout Arkansas were sent an anonymous two-page questionnaire, with mailings being stratified by five categories of district size. Eighty-five of 161 questionnaires sent were returned (53%). Abut two-thirds of the Arkansas school board presidents reported that formal evaluations of the superintendent were conducted in their district (68%). This proportion was less than the 87% reported nationally.

Nationally, when contrasted by size of the district, little difference was noted in the proportions of districts conducting formal evaluations of the superintendent. In Arkansas, significantly more larger districts reported formal evaluations of the superintendent than did smaller districts. When contrasted with the national study, Arkansas school board presidents reported similar importance for six of eight criteria used in evaluating the effectiveness of the superintendent. Arkansas school board presidents placed more importance on two criteria: leadership and knowledge of the field.

2:00 p.m. - 2:50 p.m. **ATTITUDES (Discussion)** ..... **James Polk**

Presider: Janet C. Henderson, Starkville Public Schools

Presenters: "A PILOT PROJECT INVESTIGATING A LINK BETWEEN COLLEGE STUDENTS' SENSE OF ACADEMIC SELF-EFFICACY AND PARTICIPATION IN A DEVELOPMENTAL READING PROGRAM"

Marion E. Dana, Betty Helfeldt, and Ruby Fitts, University of Alabama

The study herein investigated the possible relationship between participation in a developmental reading skills course and measures of students' self-efficacy. Subjects were drawn from the population of students enrolled in a developmental reading course for the economically disadvantaged, learning disabled, and/or first family member to attend college.

At the beginning of the course, students were administered the Study Skills Self-Efficacy Scale as a premeasure of academic self-efficacy. After one semester of attending reading skills classes, students were

given the same measure of self-efficacy that was analyzed as posttest data. Final analysis revealed a significant increase in students' sense of self-efficacy and no significant difference between the performance of learning-disabled students and nonlearning-disabled students.

A correlation coefficient was obtained to examine possible relationships between students' pre- and post-self-efficacy scores and achievement. In both cases, the analysis revealed no significant correlation between self-efficacy and G.P.A. Results from this study are being used to direct continuing investigation into the relationship between participation in reading skills courses and self-efficacy among disadvantaged college students.

"SCIENCE ANXIETY IN OUR COLLEGES: ORIGINS, IMPLICATIONS, AND CURES"

George A. Anderson and Kenneth Clawson, Eastern Kentucky University

The purpose of this paper is to review the literature regarding science anxiety among students enrolled in college science classes. Studies on the origin and nature of science anxiety are reviewed. Various options available to teachers are identified, along with implications for teaching and learning.

Shelia Tobias states that science anxiety results not from a lack of self confidence but from a lack of framework of prior knowledge to help order new knowledge. How does science anxiety effect academic achievement? What are the effects of attitudes, abilities, and anxiety perceptions toward science?

The authors are concerned with finding ways to reduce science anxiety, thus improving student attitudes toward science classes and student academic performance. Students who may benefit most from the ideas presented here are those who are ill-prepared for college courses and who lack interest and motivation in college science classes. One recommendation is to make use of multimedia in presenting science courses. Another recommendation is the use of cooperative learning techniques.

"MEASURING FIRST-YEAR COLLEGE STUDENTS ON ATTITUDES TOWARD GENERAL EDUCATION OUTCOMES"

Joseph M. Petrosko, University of Louisville

This study had a two-fold purpose: (1) to determine what areas of the college curriculum were rated as most important to entering college students and (2) to determine those areas of the curriculum in which students felt the most confident (i.e., in terms of their ability). A sample of 190 first-year college students was measured with a 23-item questionnaire that listed skills and outcomes of general education (e.g., "Being able to write well.") Items were rated on five-step scales of importance and confidence.

A variety of statistics was calculated, including means scores for item ratings, correlation coefficients describing relationships among ratings, and factor analysis. Students tended to rate as high in importance items dealing with communication skills (effective speaking and writing). Items low in importance were those related to the arts. A similar pattern was found for confidence ratings; the ranks of mean importance ratings and mean confidence ratings were positively correlated ($r = .84$, $p < .001$).

The study implies that stronger levels of student support will be found for courses in writing and speech than courses in the arts, with intermediate levels of support for courses in the sciences and mathematics.

2:00 p.m. - 2:50 p.m. CURRICULUM AND LEARNING STYLES (Training).....Alvin York

Trainers: "CREATIVE RECONSTRUCTION, INTUITIVE LEARNING, AND IMAGINATION: REFLECTING ON ALTERNATIVE MODELS FOR TEACHING CRITICAL THINKING IN K-12 CLASSROOMS"

Vincent R. McGrath and Lucinda H. Rose, Mississippi State University

Participants will be introduced to creative thinking concepts with critical and reflective components applicable to content areas across the curriculum.

Participants will examine their own thinking patterns through selected thinking skill activities which elicit responses to identified components of situation-specific and dilemma-ridden endeavors. The participants will attempt to transfer their own adult thinking patterns into creative thinking models for students in their classrooms. The session leaders will direct participants through exercises in learning-to-learn skills, content thinking skills, and reasoning skills directly related to classroom activities.

The session leaders will provide a series of problem-solving activities that demonstrate a selected number of thinking skills. Handouts, games, puzzles, transparencies, and other teaching devices will be shared with the participants. Cooperative groups will solve problems and focus on the methods and procedures needed for applying what is learned about thinking into the curriculum through model lessons.

2:00 p.m. - 2:50 p.m. **A COMPARISON: THREE NONTRADITIONAL PROGRAMS SERVING STUDENTS AT RISK (Symposium).....Andrew Jackson**

Organizer: Rosa L. Kennedy, University of Tennessee

Presenters: "OVERVIEW"

Although much energy has been expended in creating programs to prevent at-risk students from leaving school, many are continuing to do so. While the efforts of those seeking to retain at-risk students are to be encouraged, there is a real need for versatile and creative programming to assist academically able dropouts in re-entering education and training programs to complete their diplomas or prepare for the G.E.D. This presentation will present three programs that have sought to meet this need in ways uniquely suited to their differing populations. All presenters will comment on the surprising numbers of academically able and unusually creative dropouts they have encountered in their separate programs.

"THE ALTERNATIVE CENTER FOR LEARNING: AN EXAMINATION OF AN AT-RISK STUDENT'S EXPERIENCE"

Rosa L. Kennedy, University of Tennessee

To examine the efficacy of the Alternative Center for Learning (A.C.L.) of Knoxville, Tennessee, an alternative school in operation for ten years, for the most disruptive at-risk students in the Knox County System, a qualitative follow-up study was conducted on the entire 1989 - 1990 A.C.L. student population. A questionnaire interview method was used one year after their attendance in the program to see who completed their education and who dropped out. The case studies of these students were compared to a control group of students selected from the A.C.L. waiting list. This presentation will give an intimate look at the experiences of one of these at-risk students as he progressed through the A.C.L. educational process and discuss implications for future programming.

"THE CENTER SCHOOL: A NONTRADITIONAL HIGH SCHOOL FOR ACADEMICALLY ABLE REENTERING DROPOUTS"

Sonja R. McNeely, University of Tennessee

The Center School, a diploma-granting, nontraditional high school, serves at-risk students who have formally separated themselves from the traditional schooling process. It provides self-paced, individualized instruction,; flexible scheduling, small teacher-student ratios, on-site counseling and guidance services; and a unique school-to-work program. The Center School program serves individuals 18 and older who have reading, math, and language levels of 8.5 or above. It provides a supportive atmosphere and versatile program approach to a group of able dropouts who, for nonacademically-related reasons, are unable to remain in a traditional school setting but desire to complete their education.

"PROJECT LAUNCH: A JTPA EDUCATION AND WORK MATURITY PROGRAM FOR DISADVANTAGED REENTRY DROPOUTS"

Donna C. Morrison, University of Tennessee

Project Launch, a JTPA-funded program for 17- to 21-year-old dropouts, seeks to address the educational, training, and preemployment maturity needs of economically disadvantaged youth in Knox County, Tennessee. The program serves re-entry dropout youth with reading and math levels of 7.0 or above. If students are learning disabled, the academic criteria may be waived. The program has five main components:

preparation for the G.E.D., preemployment and work maturity skill training, career counseling and education, job specific skills training, and work experience. Attention is given to group bonding, positive peer motivation, and self-esteem issues as well. Instruction is very interactive and team oriented. On-site counseling attention is available as needed as well as case management services. This presentation will focus on specific needs of this disadvantaged population, many of whom are parents, and experiences and activities of the program that aid these youth in completing education and progressing to advanced training or entering the labor force.

Audience participation includes a question and answer period following the presentations and a signup form for sharing ideas, activities, and exercises with others interested in reentry dropout education.

2:00 p.m. - 2:50 p.m. **RESEARCH METHODOLOGY (Discussion).....William Blount-South**

Presider: Robert Byrne, Eastern Kentucky University

Presenters: "BUT WAIT, THERE'S MORE! NO-COST AND LOW-COST STATISTICAL ANALYSIS PROGRAMS FOR MICROCOMPUTERS"

David T. Morse, Mississippi State University

There are many statistical analysis packages designed for, or adapted to, microcomputers. Recent reviews in professional and technical publications indicate that powerful and sophisticated packages are readily available. However, these packages tend to be costly (sometimes $1,000 or more) and resource-hungry, both in electronic memory and disk storage requirements. There are, though, many no-cost or low-cost statistical packages available. This paper compares 15 general statistical analysis packages and 10 special application packages ranging in price from free to $50.

The programs were compared with respect to: types of analysis offered, ease of data entry and manipulation, documentation, input and output options, accuracy of computation, even with "troublesome" data sets, diagnostic indicators or data checks, error handling, memory and disk storage requirements, and cost. From these comparisons, several programs were identified that offer competent analysis with flexibility for the user at little or no cost.

For statistics instructors seeking packages suitable for student use, or for the researcher who analyzes data at home, or for the organization that cannot afford one of the full-featured packages, the answer to the question, "If your statistical package was free, have you paid too much?" is "Not necessarily."

"PERCEPTIONS OF THE QUALITY OF EDUCATIONAL RESEARCH THROUGHOUT THE TWENTIETH CENTURY: A COMPREHENSIVE REVIEW OF THE LITERATURE"

Larry G. Daniel, University of Southern Mississippi

Throughout the twentieth century, writers have offered treatises, comments, and critiques on the quality of educational research. To date, no comprehensive review of this literature covering the entire span of the century was found to exist. Consequently, the purpose of the present study was to provide a comprehensive literature review of the extant literature on the topic of educational research quality.

Approximately 200 sources are referenced from a variety of printed media, including articles and editorials in professional journals, papers presented at various professional meetings, and comments made by methodology experts within their textbooks on educational research. These writings have focused on a variety of topics, including: (1) propositions of new or reformed research paradigms, (2) summaries and critiques of methodological and statistical practices, (3) suggestions for enhancing research practice, and (4) other miscellaneous issues. The works reviewed are categorized according to these four focus areas, with summaries offered regarding perceived progress made over time in the four areas.

The author offers general impressions on how researchers have responded to some of the most important concerns raised over time. In addition, suggestions are offered as to how the quality of educational research might be enhanced in the future.

"OBSERVATIONS OF THE STATISTICAL PROCEDURES USED IN THE JOURNAL OF RESEARCH IN MUSIC EDUCATION, 1987-1991"

Thomas Daniel, Auburn University

The purpose of this study was to investigate and make observations about the types of statistical procedures used by music educators in the Journal of Research in Music Education, a publication of the Music Educators National Conference. A 10-item summation chart was used to describe the procedures found in the 109 articles published from 1987 through 1991. The following items were used in the analysis: Power, Alpha, Effect, Size, Sample Size, Basic Procedures, Methods of Computation, Basic Assumptions, References, Repeated Univariate, and Other (at-large anomalies).

Of the 109 articles reviewed, 78 (71%) were quantitative. Of these 78 quantitative articles, zero reported any mention of a power estimate or an estimate of effect size. Over 48% of the quantitative articles utilized more than one statistical technique per article. Analysis of variance, the dominant statistical procedure in all articles, comprised over 33% of all procedures. The Independence of Scores Assumption was the dominant basic assumption addressed. Additionally, over 19% of the articles used repeated univariate procedures instead of multivariate procedures. Of 13 articles using a computational method, 10 identified stepwise as the computational methods of choice, and only these 10 articles identified a method at all.

2:00 p.m. - 2:50 p.m. COLLABORATION AND CURRICULUM (Display) .....William Blount-North

Presenters: "USING PROPAGANDA TECHNIQUES TO IMPLEMENT THE NCSS CURRICULUM GUIDELINES FOR CITIZENSHIP EDUCATION AND TO DEVELOP CRITICAL THINKING SKILLS"

George A. Mann and John L. Price, East Central University

The purpose of this session is to describe an innovative teaching technique designed to enhance the development of critical thinking skills as the NCSS curriculum guidelines for citizenship education are implemented. This involves the creative use of propaganda techniques as a teaching strategy to motivate, to inform, to eradicate misconceptions, and to establish a framework to ensure meaningful citizenship education.

In a dynamic, complex society where core values may become hazy, where definitions regarding citizenship are unclear, and where pluralistic considerations must be made, the new curriculum guidelines are at least helpful, if not essential, to improving this aspect of the social studies curriculum. Commitment to human dignity, pursuit of meaningful knowledge, development of informed reasoning, and engagement in civic action are four organizing centers contained in the guidelines for the new emphasis and structure. This display session focuses especially on the first three of these.

Materials include charts and a paper describing this approach. The informal discussion will permit the one-on-one interaction desired to present the teaching strategy involved in this process, to answer questions, and to explore new avenues of thought regarding the implementation and evaluation processes and the excitement generated in using this approach.

"MARYVILLE COLLEGE AND SECONDARY EDUCATORS: A COLLABORATIVE TEACHER EDUCATION PROGRAM"

Terry L. Simpson, Maryville College; Penny Furguson and Brenda Johnson, Maryville (TN) High School; Steve Fugate, Alcoa (TN) High School; Jane Whitaker, Lenoir City (TN) High School; and Bill Nifong

During the fall semester of 1991, a pilot program was initiated by Maryville College to recruit qualified secondary teachers to team teach with college faculty the methods course for secondary licensure students. The goal was to strengthen the content specific pedagogical knowledge of the students during the semester prior to student teaching through interaction with a practicing secondary teacher in the same discipline. The Department of Education at Maryville College took seriously the institutions of higher education and public schools in the training of new teachers.

The purpose of the display session is to discuss the strengths and weaknesses of the collaborative program from the viewpoints of a Maryville College faculty member, public school educators, and one of the six students in the pilot program. In addition, the results of the Collaborative Teacher Education Seminar funded by

the Annenberg Foundation during the summer of 1992 to develop the course content and train additional secondary educators for the program will be discussed.

Finally, in order to permit informal discussion of this collaborative program, time will be allotted for questions from the audience directed to any one or all of the participants in the session.

"HIGHER EDUCATION AND THE PRIVATE SECTOR WORKING TOGETHER TO PROVIDE STAFF DEVELOPMENT FOR PUBLIC SCHOOL DISTRICTS"

Reginald Sykes, East Mississippi Center for Educational Development and Mississippi State University-Meridian, and Gary Benton, Mississippi State University-Meridian

The East Mississippi Center for Educational Development (EMCED) is an organization of 21 public school systems, the Phil Hardin Foundation, the East Mississippi Community Foundation, and the Meridian Campus of Mississippi State University. EMCED is a unique consortium of public education, higher education, and two private foundations, all united to provide much needed staff development programs to member public school districts in East Mississippi. The Center's mission is to assist school districts in developing, implementing, and evaluating staff development programs.

Center activities and services currently focus on purchasing and maintaining quality materials, training presenters to deliver programs in local schools, and promoting various programs based on identified district needs. Efforts are made to identify needs common to multiple districts and to provide assistance through staff development activities.

An integral component of the staff development process is teacher recertification. Without assistance of some sort, many teachers and school districts could not meet staff development requirements.

"UNDERGRADUATE COLLABORATIVE RESEARCH IN TEACHER EDUCATION: VOICES FROM THE FIELD"

Marcia J. Keith and Salley E. Jacob, Maryville College

Five research studies prepared by undergraduate teacher licensure students in collaboration with classroom teachers and college faculty will be displayed. Teachers, undergraduate students, and college faculty will discuss the research process and its value, rather than the results of any one study.

Each student met with her assigned cooperating teacher and identified an issue that was of mutual interest. The student then completed a review of the literature, and, in collaboration with her teacher-mentor and college supervisor, designed an appropriate method and data analysis scheme. The results were reported in a formal A.P.A.-style paper that was presented to a seminar of other students and their cooperating teachers. Classroom teachers participated in all phases of this process.

Collaborative research renews and empowers teachers by enabling them to view the classroom as a place where they can actively participate in formulating what is best practice. By involving our undergraduates in the process described above, these students are provided with a unique opportunity to look at teaching/classrooms/students/learning from the perspective of a teacher, rather than that of a student. Further, as preservice teachers and their cooperating teachers reflect on classroom concerns, a different relationship is developed.

3:00 p.m. - 3:50 p.m. **AT-RISK STUDENTS (Discussion).....Henry Knox**

Presider: John M. Williams, Virginia Tech

Presenters: "SELF-ESTEEM AND ACHIEVEMENT OF AT-RISK ADOLESCENT BLACK MALES"

D. Lynn Howerton and John M. Enger, Arkansas State University, and Charles R. Cobbs, Wynne (AR) Public Schools

The purpose of this study was to investigate self-esteem and achievement of adolescent black males identified as "at-risk" by their teachers. Forty-two sixth-, seventh-, and eighth-grade middle school students in a rural southern community were administered the School Form of the Coopersmith Self-Esteem Inventory (SEI).

Concurrent achievement measures were compiled from standardized test scores and student grades. Stanford Achievement Test battery scores (in reading, mathematics, language, science, social studies,

and battery composite) were standardized to express the student's relative standing in his class. End of year grades in English, mathematics, science,and social studies were averaged for each student.

The average self-esteem scores of at-risk students in this study were similar to adolescent and black male samples reported in the Coopersmith manual. The SEI score was significantly related to the composite Stanford battery average (r = .29), and to math and science subtests. SEI was also significantly related to average grade (r = .42) and to English and social studies grades. Similar self-esteem and achievement analyses were conducted with SEI subscales (general self, social self-peers, home parents, and school-academic).

"TEACHER RATINGS OF AT-RISK ADOLESCENT BLACK MALES IN THE POSITIVE IMPACT PROGRAM (PIP)"

Charles R. Cobbs, Wynne (AR) Public Schools, and John M. Enger, Arkansas State University

The Positive Impact Program (PIP) was organized to address the needs of at-risk adolescent black males. Through the use of teacher referrals, students were identified as at-risk and accepted into the program.

In this study, teachers were asked to respond to a subsequent questionnaire that measured the perceived change in behavior of middle school-age boys in PIP. Teachers rated their students' behavior on each of eight characteristics as better, no change, or worse.

Overall, on the characteristics that referred the student to PIP, 56% were rated with improved behavior, 31% showed no change, and 13% had regressed. All characteristics assessed indicated overall improvement for the at-risk, middle school black males in PIP, ranked as follows: motivation, social skills, self-esteem, school attendance, personal hygiene and health, academic record, respect for authority, and discipline.

"CASE STUDY OF A STUDENT AT-RISK"

Rosa L. Kennedy, University of Tennessee

The purpose of the study was to determine significant events in the education and family life of an alternative school student, who was labeled "School Phobic." This case study was a white female, a senior in class standing. She came from a middle-to-upper-class intact West Knoxville family. Using the descriptors from past research to pinpoint a student-at-risk, this student would not have been identified in the early grades.

The qualitative research method used was a one-on-one long-term interview process that took place over an entire academic year. The student became the authority in a retrospective description of key events that led to her hatred of "school." The interviews were video-taped and transcribed word-for-word. The analysis process was to search for recurring themes that included student interpretation of events linking past episodes to present problems. A major relocation when this student was in the fifth grade appeared to be linked to later problems with "school."

3:00 p.m. - 3:50 p.m. **THE MISSISSIPPI ALLIANCE FOR MINORITY PROGRESS: A COOPERATIVE VENTURE AMONG INSTITUTIONS OF HIGHER LEARNING (Symposium) ..... James Polk**

Organizer: Baxish Balam, Mississippi Valley State University

Presenters: "OVERVIEW: BEGINNINGS OF COOPERATION AND PROGRESS"

Richard Sullivan and Marilyn D'Isepo, Jackson State University, and Charles Alexander, University of Mississippi

Recognizing a national shortage of minorities in science, engineering, and mathematics (SEM), the National Science Foundation has funded the eight public universities in Mississippi for a cooperative effort to increase minority participation in these fields. The program is unique in that it represents the first time when all branches of a state university system have been actively involved in addressing a common issue. The program is designed to increase the number of minority students who ultimately continue through the pipeline

from elementary school through graduate programs in SEM. Outcomes from the first year of cooperation are discussed in the symposium presentations.

"ADMISSIONS TESTS AND SELECTION CRITERIA FOR MINORITY UNDERGRADUATE AND GRADUATE STUDENTS"

Reid Jones and Don Richardson, Delta State University, and Joyce Scott, Jackson State University

Admissions tests for both undergraduate and graduate programs have been based on norms for majority students. Data on 1,200 minority undergraduate applicants to this program were used to determine regression models for undergraduates. Data on minority graduate admissions tests were also presented, including an evaluation of item types for subtests of the Graduate Record Examination (GRE). Using combined scores from GRE Quantitative and Analytical Tests appeared to be a more accurate predictor of minority performance than did the traditional combination of GRE Verbal and Quantitative.

"NETWORKING AMONG FACULTY DIRECTING EXTERNALLY FUNDED PROGRAMS"

Marcus Steele, Delta State University; David Wertz, University of Southern Mississippi; and Baxish Balam, Mississippi Valley State University

Three externally-sponsored programs for undergraduate research training of minority students have been mutually strengthened through cooperative efforts. Students from one program served as summer interns to other programs. Students on each campus were exposed to unique equipment on other campuses. The positive impact of networking has also resulted in increased opportunities for faculty research.

"NETWORKING AMONG STUDENTS ON EIGHT STATE UNIVERSITY CAMPUSES"

Julia Reed, Delta State University, and Montuba Vasser and Brenda White, Mississippi Valley State University

Students have taken advantage of statewide networking possibilities. Student opportunities have arisen on one campus that were of greater benefit to students on another campus. Student networking offered greater potential for statewide communication of student opportunities than did faculty networking. Finally, when networking was established among students in a particular discipline, long-term professional ties were possible.

"PROCESS SKILLS IN SCIENCE, ENGINEERING, AND MATHEMATICS: CRITICAL THINKING SKILLS"

William Hayes, Carol Hayes, and Malcolm McEwen, Delta State University

Faculty directing science-related projects at the statewide Center for Excellence in Critical Thinking Skills shared literature reviews, materials, and proposals with faculty in SEM disciplines from seven other universities. Aside from the advantages with regard to dissemination of information on critical thinking in SEM, research on new materials and minority issues was possible in a "statewide laboratory" consisting of eight universities.

3:00 p.m. - 3:50 p.m. **EARLY CHILDHOOD EDUCATION (Discussion).....Alvin York**

Presider: Russell French, University of Tennessee

Presenters: "TEACHER OPINIONS CONCERNING IMMATURE CHILDREN ENTERING FIRST GRADE"

Mary Jo Ayres, Delta State University and Mississippi State University

The purpose of the study was to determine teacher opinions regarding immature children and the need for more time before entering first grade. Readiness and opinions concerning immature children entering first grade were assessed by 224 teachers from ten schools in Mississippi. The teachers who participated in the questionnaire were at the kindergarten through the fourth-grade level. Seven public schools and three private schools participated in the survey.

Teacher responses were presented descriptively. Results clearly supported the position that most teachers recognize the need for immature children to be allowed to gain maturity with more time before entering first grade. This was more true among the private schools than among the public schools.

"THE EFFECTS OF AN EXTRA-YEAR PROGRAM AFTER KINDERGARTEN ON STUDENTS' SCHOOL ACHIEVEMENT AND SELF ESTEEM"

Peggy H. Connell, Tarrant (AL) School System and University of Alabama, and Janet Evans, Tarrant School System

The purpose of the study was to assess the effects of an extra-year program after kindergarten on third- and fourth-grade achievement and self-esteem. Measures of self-esteem were obtained by the Piers-Harris Children's Self-concept Scale. Students' achievement was measured by the Alabama Basic Competency Test for third graders and the Stanford Achievement Test for fourth graders.

Thirty third- and fourth-grade students who had participated in the extra-year program were compared to 30 randomly-selected third- and fourth-grade students who had not participated in the extra-year program. The results were analyzed using an analysis of variance factorial two between- and within-subjects design.

The findings of this study indicated that the extra-year program did not have a significant impact on students' achievement. The self-esteem of fourth-grade students who participated in the program were significantly lower than nonparticipants. The advantages and disadvantages of an extra-year program will be explored.

"EFFECTS OF A STATEWIDE KINDERGARTEN PROGRAM AND TEACHER-AIDE PROGRAM ON DROPOUTS, RETENTION AND ACHIEVEMENT"

Fred Beckett, California Tech, and Charles W. Davidson and Herschel Q. Peddicord, University of Southern Mississippi

Many states have initiated programs in their schools in the last 10 years whose purposes were to increase academic achievement and to reduce the number of dropouts and students retained in a grade level. Two of the programs initiated in Mississippi were: (1) a statewide public kindergarten program and (2) a teacher-aide program for primary grades. The purpose of this study was to determine the effects of these two programs on statewide dropout rate, scores on the Basic Skills Assessment Program Test (BSAP) and scores on the Stanford Achievement Test.

Data for the study were obtained from the records of the Mississippi State Department of Education. The data consisted of means and percentages at the various grade levels for each of the dependent variables under consideration. The analyses consisted of making comparisons between scores and rates for years before the programs were initiated with scores and rates after the programs had had time to take effect. The analyses revealed that students who had attended school after the initiation of these programs did no better on any of the dependent variables at any grade level than would have been expected from students who attended school prior to the initiation of these programs.

3:00 p.m. - 3:50 p.m. **TEACHER EDUCATION/CLINICAL SUPERVISION (Training) ..... Andrew Jackson**

Trainers: "STRATEGIES FOR ANALYZING AND EVALUATING TEACHING EFFECTIVENESS USING A CLINICAL SUPERVISION MODEL"

Jane H. McHaney and William D. Impey, Kennesaw State College

The purpose of this training session is to provide participants with opportunities to observe and analyze the implementation of clinical supervision strategies designed to prepare preservice and inservice teachers and to engage in collegial professional development activities.

Objectives to be covered include: (1) participants will observe videotaped demonstrations of implementation of preobservation and postobservation conferences, and (2) participants will examine the characteristics of the clinical supervision conference to identify how to assist beginning teachers in developing reflective inquiry skills.

As a result of this training session, participants will be able to adapt the strategies developed at Kennesaw State College to their own institutions. Multiple handouts outlining the strategies will be available.

3:00 p.m. - 3:50 p.m. **MICROCOMPUTERS (Discussion).....William Blount-South**

Presider: Michael D. Richardson, Clemson University

Presenters: "EFFECT OF COMPUTER SKILLS, ATTITUDE TOWARD COMPUTERS, AND EXPERIENCE WITH COMPUTERS ON COMPUTER-RELATED STRESS"

Collin T. Ballance, Nashville State Technical Institute, and Vickie V. Ballance, Tennessee State University

Computer-related stress can result from interactions with computer technology. This study examines such stress as measured through a survey of computer "hassles" for a diverse sample of higher education students. Over 150 students from two- and four-year colleges were surveyed using the "Computer Technology Hassles Scale." The subjects also completed a questionnaire through which they report information about their computer experience, frequency of computer use, and attitude toward computers, as well as a self-assessment of their computer skills.

Multivariate procedures were used to compare the perceived intensity and number of hassles variables across the self-report groups, and nonparametric techniques were used to compare the rankings of the hassles with previously reported data.

Differences among the groups were detected, and suggestions for interpreting these results are offered. Understanding of the types and severity of computer-related stress resulting from human-computer interactions for differing groups of students is discussed.

"A COMPARISON OF FOURTH-GRADERS' ACHIEVEMENT: CLASSROOM COMPUTERS VERSUS NO COMPUTERS"

Jeanne Phillips, Mississippi State University, and Helen Soule, Meridian (MS) Public Schools

This study determined if there was a significant difference in Stanford Achievement Test (SAT) scores of a school using Teaching and Learning with Computers (TLC) as an integral part of the instructional program and a school with a similar population with no computers in the classroom setting.

Fourth-grade achievement was assessed for 312 students using the SAT, 8th Edition, during April of 1991. Next, an eight-month period of instruction using the TLC model was used at one school. A second control school used no classroom computers. Finally, during April 1992, the fourth grades in both schools were assessed again with SAT. The SAT yielded results in the areas of composite reading, math, language arts, science, social studies, and total battery. Oneway ANOVA ($p < .05$) was used to compare the SAT scores over a two-year period. There was a significant improvement in SAT scores in the school using TLC as compared with the school using traditional classroom methods and no computers.

"CASE STUDY OF COMPUTER UTILIZATION IN A MIDDLE SCHOOL"

Glenda Holland, Thomas Mize, and Kathy Poland, Northeast Louisiana University

This qualitative case study investigated how computers are used for teaching and learning in one middle school. Perceptions, practices, and attitudes of teachers, students, and administrators were examined. The school had a central computer lab equipped with 19 Apple computers.

The researcher conducted on-site observations. The system computer coordinator and school

administrators were interviewed to gain insight relating to computer use. Open-ended questionnaires were administered to all teachers (n = 32) and students (n = 437) in the school. Documents relating to computer use in the school were examined to provide supporting information about policies. Several teachers in the school were interviewed to verify and clarify information obtained through questionnaires.

Data analysis involved examining, comparing, contrasting, tabulating,and categorizing the data according to content. Categories were then examined to see if a common theme related the entries. These themes across all categories were used to depict the computer laboratory experience in the case.

Some conclusions generated were that administrators, teachers, and students perceive the use of computers for teaching and learning as an instructional strategy that provides motivation for students in the middle school. They also believe that the lack of availability of computers and access to computers hampers teaching and learning with computers.

3:00 p.m. - 3:50 p.m. **ADMINISTRATION (Discussion).....William Blount-North**

Presider: Joan M. Butler, Starkville (MS) Public Schools

Presenters: "LOCATION AND PARTICIPATION: MSERA 1984-1991"

Robert L. Kennedy, University of Arkansas-Little Rock, and Judith A. Boser, University of Tennessee

During the eight years 1984 through 1991, the sites selected for the MSERA Annual Meetings completed a cycle through the member states. Currently, sites are visited during odd-numbered years on an alphabetical basis; in even-numbered years, normally on the basis of the Site Selection Committee's recommendation. It is possible for the same city to be selected three years in a row. It is important, therefore, to consider the effect site selection has on annual meeting participation.

A list of the participants (first authors of papers or display presentations, discussants, and trainers) and the states they represented were compiled for each of the years 1984 through 1991 from the annual meeting program and proceedings. Independent lists were prepared from the two sources, then compared for accuracy. Registration figures were obtained from the Secretary-Treasurer.

Numbers of participants and accepted papers increased almost annually, with the number of registrants most closely related to the size of the host city. Hosting the annual meeting resulted in increased participation by members of the home state, normally with a residual impact. Rotation of the meeting sites among the states appeared to promote participation in all of the states.

"INSTITUTIONAL CHANGE IN THE LEXINGTON PUBLIC SCHOOLS: 1967 AND 1990"

Katherine Gilchrist Maxwell, University of Kentucky

The purpose of this study was to examine the two major systemwide changes in the Lexington-Fayette County Public Schools to determine whether any lessons from the 1967 desegregation/merger were applied to the preparations for the 1990 junior high to middle school implementation.

The research methodology was case study using: (1) guided interviews with questionnaires (appended) based on change literature, (2) relevant tapes and documents from archives, and (3) baseline surveys from the 1990 preimplementation process.

Guided interviews were done with selected administrative participants from 1967 and 1990. Tapes of oral history interviews with other 1967 administrative participants, as well as copies of available relevant documents, were acquired in an attempt to look at each of these changes through the eyes of these participants. From the available literature, several different models for change implementation were examined. Utilizing these models as an analytical framework, what was done in 1967 was compared to what was done in preparing for the 1990 implementation to determine what lessons from 1967 were applied to 1990.

Conclusion: a number of lessons from 1967 were applied in preparing for the 1990 implementation, but these preparations did not solve all of the problems.

"PERCEPTIONS OF SCHOOL SUPERINTENDENTS TOWARD THE ROLE OF PRINCIPALS AS MEMBERS OF THE MANAGEMENT TEAM: A 15-YEAR UPDATE"

Neil G. Amos, Dwight Hare, and Jerry Mathews, Mississippi State University

The purpose of the study was to illustrate changes that have occurred in public schools by replication of a 1978 MSERA study. A Team Management Opinionaire (TMO) was mailed to superintendents in Mississippi to describe the perception of superintendents of the role of the principal on the school management team. Demographic data on school districts were collected, and original findings indicated that variables related to district size were of major importance.

The current study utilized the TMO and updated demographic data to include crucial variables identified in current literature (i.e., gender of superintendent and principal, teaching experience - years and grade level, whether elected or appointed to office).

Results indicated changes in the perceptions of superintendents toward the role of the principal as a member of the management team based on the gender of the principal and whether they were elected or appointed to office. Close examination is warranted of the traditional research and literature on perceptions of, and relationships between, principals and superintendents. It was concluded that replications of older research studies are excellent ways to identify important changes in public schools.

3:00 p.m. - 3:50 p.m. **MATHEMATICS (Discussion).....Henry Knox**

Presider: Bing Yao, University of Tennessee

Presenters: "PRESERVICE TEACHERS' PERSPECTIVES OF MATHEMATICS AND SCIENCE VIDEOTAPED LESSON SEGMENTS"

Jim Johnston and Joy Whitenack, Vanderbilt University

It is hypothesized that preservice teachers bring their perceptions of teaching and learning into the teacher education program/experience. These perceptions may influence or even hinder their teacher training experiences. Further, the preservice teacher may not recognize specific instructional strategies or overt misconceptions displayed when observing ongoing instruction due to preconceived notions of teaching and learning.

In this study, preservice teachers were asked to view three independent videotaped lesson segments: a subtraction lesson, an integrated mathematics/science lesson, and a constructivist multiplication lesson. After viewing each lesson segment, they recorded their reactions to the lesson.

Their reactions were interpreted and categorized to determine possible commonalities, trends, and perceptions. Results from the analysis indicate that preservice teachers more often perceive the videotaped lesson segments through the lens of the teacher. There is also some indication that the preservice teacher takes on the lens of the student. Further analysis may indicate that certain perceptions appear more frequently across lesson segments while other perceptions are unique to particular lessons.

"AN ALTERNATIVE ASSESSMENT STRATEGY IN MATHEMATICS FOR GENERAL AND SPECIAL EDUCATORS"

Sonya C. Carr, Southeastern Louisiana University, and James H. Miller, University of New Orleans

This study investigated an alternative assessment technique, ratio analysis, that could be used with groups of students as a form of error analysis in mathematics. Traditionally, teachers have relied on informal techniques such as observation and teacher-made tests to assess student performance. More recently, emphasis has been placed on the use of curriculum-based assessment (CBA) as a promising alternative, particularly useful for instructional planning and program evaluation purposes. However, not all teachers have been trained to use CBA, and many teachers remain resistant to this approach. Because many students with mild/moderate disabilities are currently being served in general education, a technique for monitoring student progress using intact instructional groups seems useful.

A 30-item multiplication test was administered to 86 fourth-, fifth-, and sixth-grade students enrolled in a private school in a southern metropolitan area. Ratio analysis was used to describe student errors. Test items with a high ratio (number of different incorrect responses/total number of incorrect responses) indicate that students may understand the process but make computation errors, while a low ratio indicates use of incorrect or incomplete algorithms. Use of this technique could result in improved instructional decision making in the classroom.

"HIGH SCHOOL STUDENTS' BELIEFS ABOUT THE NATURE OF MATHEMATICS"

Mary Lou Witherspoon, George Peabody College of Vanderbilt University

The purpose of the study was to explore high school students' beliefs about the nature of mathematics. The sample included 43 high school students attending a public school in Nashville. Each responded in writing to a questionnaire containing three parts: five open-ended questions about mathematicians, a Likert-scale section concerning attitudes toward mathematics, and 25 situations (e.g., "Joe estimated that it was about three miles to school.") about which each student told whether he or she thought mathematics was involved and then justified that opinion.

Qualitative analyses of the open-ended responses concurred with the conclusions of Kouba and McDonald's research with elementary and middle school students: children appear to hold narrow views of mathematics regarding both content and context. For example, in this study 65% of the responding high school students did not view sorting marbles by color and size as mathematical; their perceptions of mathematics content did not include classification. Further, 62% did not perceive reading a chart in history class as mathematics because of the setting; thus, they expressed narrow views about mathematical contexts.

These findings strongly suggest that students hold beliefs about mathematics that affect its usefulness to them and the strategies they deem valuable in learning it.

4:00 p.m. - 4:50 p.m. **ATTITUDES AND CURRICULUM (Discussion).....James Polk**

Presider: Ron Partridge, University of Mississippi

Presenters: "TEACHER ATTITUDES ABOUT DREAMS AND THEIR USE IN THE CLASSROOM"

Gary P. Johnson, Mississippi State University, and Teresa Mantz Johnson, Community Counseling Services

Johnson and Johnson have argued that the process of students' sharing their dreams in the classroom with the teacher as a moderator has the potential of improving students': (1) self-concept, (2) memory skills, (3) communication skills, and (4) creative capabilities. The purpose of this study was to examine teacher attitudes about dreams and how they felt about using dream content in their classroom.

The study was organized around nine research questions, which included a survey instrument constructed to obtain data for use in the study. The instrument was pilot tested on 50 teachers. The revised questionnaire was given to a purposive sample of 575 teachers. The sampling technique allowed for attitude comparisons across school levels and types (urban, rural, and suburban). The return rate was 33%. Selected descriptive statistics, t-tests, and analysis of variance were used in the analysis of data.

Fifty percent of the teachers were undecided about the use of the dream acknowledgement process in the classroom. The single most often cited reason for their view was that they needed more information about the process' educational value to the students. The findings also indicated that there was teacher support to further study the dream acknowledgement process in the classroom.

"TEACHER OPINIONS RELATED TO CLASSROOM QUESTIONING AND RESPONDING"

J. Jackson Barnette, University of Alabama, and Sandra Orletsky and Beth Sattes, The Appalachia Educational Laboratory

An instrument was developed to assess teacher opinions of classroom questioning and responding, called the Teacher Opinionnaire about Effective Classroom Questioning (TOECQ). After field testing and revision, the TOECQ was comprised of 50 Likert items and had an alpha reliability of 0.84. The TOECQ provides scores on five subscales: teacher expectations relative to low and high achievers, level of questioning (recall vs. higher level questions), wait time, student involvement in questioning and reacting, and importance of questioning for teaching and learning.

The TOECQ was administered to 1,155 teachers across all grade levels in 13 school districts in five states as a part of the evaluation of an Appalachia Educational Laboratory staff development program on teacher questioning and responding. In general, the respondent group had positive opinions about classroom questioning. They had more positive opinions on the student involvement in questioning and reacting subscale. They provided less positive opinions on the wait time and importance of questioning subscales and lower

opinions of level of questioning and teacher expectations. There were significant interactions of grade level and years of teaching experience variables on the total score and on some of the subscales.

"TEACHERS' PERCEPTIONS OF EMPLOYMENT-RELATED PROBLEMS: A SURVEY OF TEACHERS IN TWO STATES"

Susan S. Cutrer and Larry G. Daniel, University of Southern Mississippi

In dealing with the issues of teacher recruitment and retention, many have sought to determine what keeps good people out of teaching and what encourages many who become teachers to leave the profession. Hence, the purpose of the present study was to offer descriptive data as to the degree to which a randomly-selected sample of teachers in Mississippi and Louisiana (n=306) experience various types of problems. The Problems of Teaching Survey (POTS), a scale of 51 Likert-type items, was utilized for this purpose. POTS has been shown to be valid for measuring teacher's work-related problems across eight factors: problems with working conditions, lack of respect, administration-related problems, emotional distress, student-related problems, parent-related problems, inadequacy of salary/benefits, and interpersonal problems.

Although teachers across the two states expressed a relatively high degree of incidence of the problems across all of the eight areas, salary/benefits was by far the most noted problem area, followed closely by parent-related problems and lack of respect. Interpersonal problems were the least noteworthy of problems faced by these teachers. Separate descriptive analyses of the results are reported across the demographic variables of state, gender, teaching level, and race.

4:00 p.m. - 4:50 p.m. **TESTS (Discussion)** ..... **Alvin York**

Presider: Julia Rogers, University of Montevallo

Presenters: "RELATIONSHIP OF THE MYERS-BRIGGS TO AGE, GENDER, RACE, EDUCATION, AND FLUID/CRYSTALLIZED INTELLIGENCE"

Alan S. Kaufman, James E. McLean, and Stefanie Staff Underwood, University of Alabama

The Myers-Briggs Type Indicator is a personality test widely used by psychologists, counselors, personnel directors, and researchers. Few studies have assessed the changes that occur in the four scales across the adolescent and adult age range, or the relationship between a person's "type" and pertinent background variables. The purpose of this study was to explore age changes on the four Myers-Briggs scales across a wide age span and to relate the typologies to gender, race, education, and superiority in fluid versus crystallized intelligence.

The subjects included a nationwide sample of 1,395 12 to 94-year-olds tested during the standardization program of the Kaufman Adolescent and Adult Intelligence Test (KAIT). MANCOVA was used with age, gender, race, and KAIT Fluit/Crystallized discrepancy as independent variables, and educational attainment as the covariate.

Noteworthy findings include: (1) a striking decrease, with increasing age, classified as intuitive, (2) females were predominantly Feeling and men Thinking, (3) blacks were much more Sensing than whites, and (4) a striking increase, with increasing educational attainment, of people classified as Intuitive. These suggest that Myers-Briggs users may improve their ability to interpret the typologies by considering an individual's background characteristics.

"A STUDY OF WISC-III VALIDITY FOR STUDENTS WITH LEARNING DISABILITIES"

Linda Speer Graham and Jack Bower, Craighead County (AR) Special Education Cooperatives, and John R. Slate, Arkansas State University

With the revision of the Wechsler Intelligence Scale for Children-Revised (WISC-R), data about the WISC-III's relationship with other special education measures are essential, considering the importance of intellectual measures in special education. This investigation was conducted to determine the relationships of the WISC-III to measures of receptive language and academic achievement.

Data were collected on 64 students with learning disabilities enrolled in school districts in northeast Arkansas served by two educational cooperatives. Data recorded from these students' special education folders included scores from the WISC-III, Peabody Picture Vocabulary Test-Revised (PPVT-R), Wide Range Achievement Test-Revised (WRAT-R), and KeyMath-Revised (KM-R).

Results indicated significant correlations between students' WISC-III Full Scale IQ (FSIQ) score and scores on the PPVT-R (r = .58) and WRAT-R Arithmetic (r = .60). Nonsignificant correlations were found between WISC-III FSIQ score and scores on the WRAT-R Reading (r = .06) and WRAT-R Spelling (r = .08). WRAT-R Arithmetic scores were significantly correlated with the KM-R Applied sub-test (r = .41).

Findings were mixed about WISC-III relationships with other measures utilized in special education. Except for the WRAT-R Arithmetic, this study provides more evidence of the limited utility of the WRAT-R.

"HYPNOTIC SUSCEPTIBILITY AND PERSONALITY AS MEASURED BY THE MMPI-2"

Wayne D. Parker, Birmingham Southern College

The purpose of this study was to determine the role of personality variables as measured by the MMPI-2 in determining hypnotic susceptibility. A sample of 250 college students was administered the MMPI-2, the Harvard Group Scale of Hypnotic Susceptibility (HGS), and a survey of attitudes towards hypnosis. HGS scores were found to be correlated with the F, Hs, MF, Pa, HEA, BIZ, Es, GM, and TRIN scales of the MMPI-2. A multiple regression of these scores, however, only accounted for 7% of the variance of HGS scores. This is in comparison to the attitudinal survey, which accounted for 10% of the variance. The subjects were randomly divided into two equal groups, and each of the 567 MMPI-2 questions was correlated with HGS scores for each group. The intent was to create an MMPI-2 scale for hypnotic susceptibility from those questions that were correlated at the .05 level for both groups. However, only one question met this test. It was concluded that the MMPI-2 is not effective in explaining the personality dynamics that underlie differences in hypnotic susceptibility.

4:00 p.m. - 4:50 p.m. **PARENT EDUCATION (Discussion)** ..... **Andrew Jackson**

Presider: A. Jan Ruthven, Mississippi State University

Presenters: "THE DIFFERENCE IN ACHIEVEMENT BETWEEN HOME-SCHOOLED AND PUBLIC-SCHOOLED STUDENTS FOR GRADES FOUR, SEVEN AND TEN IN ARKANSAS"

Robert S. Calvery, Southside (AR) School; David Bell, Arkansas Tech University; and Carl Vaupel, Arkansas State University

It is estimated that nationally there are from 500,000 to 1,000,000 children being taught at home, including 1,700 in Arkansas. Home schooling can be defined as the educational alternative in which parents assume primary responsibility for the education of their children.

The purpose of the study was to examine the relationship between home-schooled and public-schooled students in grades four, seven, and ten. It was hypothesized that no significant difference would exist in achievement mean between the two groups. The national percentile rank means for each of the six subscales for reading, mathematics, language, science, social studies, and total basic battery were used from the Metropolitan Achievement Test given in the spring of 1991 to both groups. The study drew from the responses of 428 home-schooled and 89,314 public-schooled students. The measures were compared by grade level using t-tests. There was a significant difference at all three grade levels.

Results indicated that compared by grade levels, home-schooled students were significantly higher than average public-schooled students. T-test scores for grade four (4.77) at .0004, grade seven (5.34) at .002, grade 10 (4.28) at .0006 were found.

"PREPARING FUTURE TEACHERS AND ADMINISTRATORS TO PUT PARENT INVOLVEMENT TO WORK"

Linda T. Jones and Jack Blendinger, Mississippi State University

This paper presents the need for preparing future teachers and administrators to put parent involvement to work in classrooms and schools. Establishing an effective school-home partnership requires that teachers and administrators be given university-based training in how to plan and implement parent involvement programs as an integral part of their preparation.

A model for assessing school-home relationships, identifying concerns, determining goals, selecting strategies and goals, and evaluating results will be presented in the paper. Experiences in field-testing the model with preservice teachers and administrators will be shared with session participants.

"IMPROVING ACADEMIC ACHIEVEMENT IN INNER-CITY SCHOOLS: DO ATTITUDES OF PARENTS AND TEACHERS MAKE A DIFFERENCE?"

Less Doll Twillie, Memphis (TN) City Schools; John R. Petry and Gordon E. Kenney, Memphis State University; and Ruby Payne, Memphis (TN) City Schools

A revised questionnaire on improving the academic achievement of inner-city students was administered to 52 parents of fourth-grade children in two self-contained classrooms and to 30 teachers of elementary school children to ascertain if positive relationships among parents, teachers, and students help to improve the academic achievement of inner-city children.

Questions related to attitudes toward school system goals and objectives, mastery of curricular offerings, expectations about evaluations of children, relationships between parent and child, communication methods, home visits, and respect for teachers. An open-ended section provided the parents an opportunity to indicate their expectations of the child, teacher, and school.

Data were obtained from parents through administering the instrument during conferences and by discussing implications of the content of open-ended questions with teachers during inservice activities.

Results indicated significant differences in the improvement of academic achievement of students whose parents and teachers established a positive working relationship at the beginning of school and continued with follow-ups and conferences. Significance was tested between the opinions of the teachers and parents on grouped items related to teaching, parenting, and student experience, and between students' grades on a pretest-posttest basis. Significant changes were credited to the earlier administration of parental training on facilitating student academic performance and the increased number of participants.

4:00 p.m. - 4:50 p.m. **COMMUNITY COLLEGE STUDENTS (Discussion).....William Blount-South**

Presider: George Thomas, Mississippi State University-Meridian

Presenters: "THE ACADEMIC PERFORMANCE OF MISSISSIPPI COMMUNITY/JUNIOR COLLEGE TRANSFER STUDENTS AT THE UNIVERSITY OF SOUTHERN MISSISSIPPI"

Abraham Andero, Jackson State University

The purpose of the study was to ascertain the academic performance of Mississippi Community/Junior College transfer students at the University of Southern Mississippi.

The population of this study was composed of community/junior college students who transferred to the University of Southern Mississippi. The sample of this population was community/junior college students who transferred to the University of Southern Mississippi earning a bachelor's degree between 1984 and 1987.

Quantitative data for this study were collected from two sources: (1) review of 2,547 academic transcripts to obtain data on age, GPA, credit hours completed, time required to complete a baccalaureate degree, and program specialization; and (2) survey questionnaire from a sample of 255 community/junior college students concerning their perceptions of their baccalaureate programs. A four-page questionnaire was used to collect data. The content validity of the instrument was determined by the panel of experts.

Frequency distributions and percentage comparisons were the primary methods of analysis. Cross-tabulations and chi-square tests were used for the statistical analyses of the data; the level of significance used was .05.

Results indicated that the length of time and the total credit hours required to complete the baccalaureate degree from the time of enrollment in upper division course work varied among degree programs.

"THE RELATIONSHIP OF QUALITY OF EFFORT AND KNOWLEDGE GAIN AMONG COMMUNITY COLLEGE STUDENTS"

Cordelia Douzenis, Memphis State University

The Community College Student Experiences Questionnaire (CCEQ) is designed to measure student involvement at two-year institutions. The CCEQ assesses student participation in activities that promote academic and social development. The purpose of this study was to determine the predictive ability of student involvement in the college experience on students' estimated gains of knowledge and experience.

The CCSEQ measures student quality of effort in eight areas: course activities; library activities; faculty; student acquaintances; art, music, and theatre; writing activities; science activities; and vocational skills. In addition, CCSEQ respondents estimate their knowledge gain in the following six areas: career, arts, communication, technology, personal development, and world perspectives.

The CCSEQ was completed by 347 students at a southwestern community college. Stepwise multiple regression analysis was performed to determine the relationship between quality of effort scale scores and estimated gains. Results showed that degree of effort in college activities was positively related to estimates of knowledge gain. Quality of effort scores accounted for a moderate amount (27-46%) of the variance of the estimated gain scores. Research using this instrument is useful to community colleges in their assessment and planning efforts and strengthens the newly-developing theoretical framework associated with community college student involvement.

"FACTORS ASSOCIATED WITH COMMUNITY COLLEGE SELECTION OF MISSISSIPPI STUDENTS WHO HAVE TAKEN THE SPRING 1991 ASSESSMENT"

Crystal L. Tarpley, Rudy S. Tarpley, and Harold J. Morris, Mississippi State University

This study sought to determine variables which accounted for differences between students who intended to attend community colleges and students who sought to attend other higher education institutions. Variables included in this design were taken from the Spring 1991 ACT Registration booklet, lists 177 questions in the Student Profile Section. The sample consisted of 19,022 students who completed the registration booklet.

Analysis was performed using stepwise multiple regression with choice of college type as the outcome variable and the remaining 176 student profile section items as the predictor variables. Other descriptive statistics used were cross-tabulations and chi-square of independence tests. All significance tests were performed at the .01 alpha level.

The regression equation yielded 14 variables explaining 16.0% of the variance between the groups. Results were designed to be used to target potential community college student populations.

4:00 p.m. - 4:50 p.m. **GRADUATE STUDY AND INSTRUCTION (Discussion).....William Blount-North**

Presider: Betty M. Holcombe, Houston (MS) Separate School District

Presenters: "FACTORS THAT INFLUENCE STUDENT CHOICE OF INSTRUCTORS IN MULTI-SECTION COURSES"

Ewuuk Lomo-David, North Carolina A & T State University, and Barbara Davis, University of South Carolina

The purpose of the study was to determine factors that students from different academic majors consider important to their success when choosing an instructor in multi-section courses. A 14-factor questionnaire was administered to 735 students in a random sample of 10 universities nationally.

Students were asked to indicate whether they "always use," "often use," "use sometimes," "almost never use," or "never use" the indicated factors when making instructor choice decisions in multi-section courses. Some of the factors were "no other instructor teaches the course," "other students say the instructor is a good teacher," "my advisor says the instructor is good," "I have taken another course form the instructor," "course was offered at a time that fit my schedule," "instructor adequately covers the entire course material," and "instructor uses supplementary materials."

Chi-square was nonsignificant in nine factors at $p < .05$. Therefore, this study indicated that the factors: "my advisor says the instructor is good," $p = .13$; "instructor uses supplementary materials," $p = .14$; "instructor adequately covers entire course content," $p = .06$; and "instructor has a good sense of humor" $p = .05$

influence student choice of instructor between different academic majors. Department heads should consider these factors when making instructor class assignments.

"INTERPERSONAL CHOICE AND NETWORKS WITHIN DOCTORAL COHORTS IN EDUCATIONAL LEADERSHIP"

Russell F. West, East Tennessee State University

Recently, the doctoral cohort group has become a very important part of many graduate programs in educational leadership. The purpose of this study was to identify the role relationships that existed within three different bounded groups of doctoral students in educational leadership and to identify factors that were associated with positions within these networks.

Three different doctoral cohort groups (N = 15, N = 10, N = 23) were identified from a single university in the southeast, and the relationships between members were assessed using a social networks survey. Measures of network centrality were calculated for cohort members in academic support, personal assistance, and social contact networks. The size and density of individual networks were also assessed. Relationships were examined between network position, academic, and professional characteristics.

The results indicate that identifiable positions do emerge in the doctoral cohort group. Type of school district, job position, and age were related to network centrality. Academic characteristics were also shown to be related to network position. These findings may be useful to those working with cohort doctoral programs. The implications for graduate education are discussed.

"A FACTOR ANALYTIC STUDY OF GRADUATE EDUCATION STUDENTS' RATINGS OF RESEARCH METHODS INSTRUCTION"

Richard R. Grutzemacher and Ronald J. Morris, University of Tennessee at Chattanooga

The nature of constructs underlying student ratings of instruction in an introductory master's level educational research course was investigated in order to gain better understanding of instructor behaviors that facilitate student success in the course. During academic years 1990-91 and 1991-92, a 17-item, institutionally-developed scale was administered to all students enrolled in master's level education courses at a metropolitan university. Included among 1,597 student ratings were 144 ratings from students enrolled in research methods classes. Independent principal components factor analysis followed by Varimax rotation were conducted on ratings from those enrolled in research methods and on ratings from those enrolled in the other graduate classes.

Within the research methods ratings, four factors emerged that accounted for 75.2% of the variance. In the ratings from other graduate education classes, only three factors emerged accounting for 73.3% of the variance. The four factors for research methods included "Pedagogical Skill," "Instructional Clarity," "Interpersonal Skill," and "Thoroughness." There was considerable similarity between the first three research factors and the factors extracted for the nonresearch classes. The unique research factor "Thoroughness," together with specific item comparisons, suggested the existence of a different rating policy within research methods classes.

5:30 p.m. - 6:30 p.m. **MSERA BUSINESS MEETING** ..... **Mississippi Room**

Presider: Judith A. Boser, MSERA President

6:30 p.m. - 7:30 p.m. **JOINT UNIVERSITY RECEPTION** ..... **Kentucky and Georgia Rooms**

Reception Sponsors

Arkansas State University
Auburn University
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Jackson State University
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Northeast Louisiana University
Southeast Louisiana University
University of Alabama
University of Alabama at Birmingham
University of Montevallo
University of Tennessee
Western Kentucky University

FRIDAY, NOVEMBER 13, 1992

7:30 a.m. - 8:45 a.m. **CONTINENTAL BREAKFAST**
Sponsored by the University of Tennessee .....Registration Area

7:30 a.m. - 8:45 a.m. **MSERA PRESIDENTS' BREAKFAST**
(Limited to Present and Past MSERA Presidents).....Board Room

8:00 a.m. - 10:00 a.m. **Registration .....Lobby**

8:00 a.m. - 8:50 a.m. **INSTRUCTION: GROUPING (Discussion) .....Henry Knox**

Presider: Harold Griffin, University of Central Arkansas

Presenters: "THE EFFECT OF FORMAL REASONING ABILITY AND GROUPING BY FORMAL REASONING ABILITY IN COOPERATIVE STUDY GROUPS UPON THE ALLEVIATION OF MISCONCEPTIONS IN HIGH SCHOOL PHYSICS"

Paul M. Cuicchi, Starkville (MS) High School, and Vernon Gifford, Mississippi State University

The purpose of this study was to investigate the relationship between students' formal reasoning ability and their precourse misconceptions in physics.

The design of this study was quasi-experimental pretest-posttest control group design. The statistical procedure used in this study was the Pearson product-moment correlation coefficient and analysis of covariance with a physics pretest serving as the covariant.

Subjects for the study consisted of 108 students enrolled in five intact first-year physics classes located in a university town in the southeastern United States.

There was a significant correlation between the students' formal reasoning ability and their scores on the conceptual physics pretest, indicating that students with higher formal reasoning ability tended to have fewer precourse misconceptions than students with lower formal reasoning ability. Students classified as high formal thinkers achieved significantly higher scores on the conceptual physics posttest than low formal thinkers, indicating that students with high formal reasoning ability had significantly fewer end-of-course misconceptions than students with low formal reasoning ability. Heterogeneous cooperative grouping by level of reasoning ability had no significant effect upon the alleviation of students' misconceptions.

"THE EFFECTS OF GROUPING ON THE BEHAVIOR OF EIGHTH-GRADE STUDENTS"

William H. Hamm and Kenneth Clawson, Eastern Kentucky University

The purpose of this study was to investigate the effect of homogeneous versus heterogeneous grouping on the behavior of eighth-grade students. Three student behaviors--number of days absent, in-school suspension, and out-of-school suspension--were compared with homogeneously-grouped students by academic ability and heterogeneously-grouped students. It was hypothesized that heterogeneously-grouped students in the eighth grade would have more desirable behavior on these three measures than students placed in homogeneous groups. Each group consisted of 120 students. The study was conducted over a six-month period from October 15, 1991 to April 15, 1992 (Lexington, Kentucky).

Chi-square was used to compare the differences in days absent, assignment to in-school suspension, and assignment to out-of-school suspension. Students who were homogeneously grouped had more absences from school, received more in-school suspensions, and received more out-of-school suspensions. The differences were significant at the $p < .05$ level. Students in this study who were grouped homogeneously by ability showed less desirable behaviors than those who were heterogeneously grouped by ability.

"THE EFFECT OF COOPERATIVE LEARNING AS AN INSTRUCTIONAL PRACTICE AT THE COLLEGE LEVEL"

Daria Paul Courtney, Eastern Kentucky University; Michael Courtney, Fayette County

(KY) Schools; and Charles Nicholson, North Carolina Central University

The purpose of the study was to determine the effects of cooperative learning on the attitude and achievement of teachers enrolled in a graduate statistics course. Thirty students received instruction from a faculty member fully trained in cooperative learning methodology. A nine-item survey was administered at the conclusion of the course. Responses were tallied as either positive or negative in regard to a variety of factors related to the cooperative learning techniques used throughout the semester. Examination scores were compared to those of a comparable group of students taking the same course with another instructor using traditional lecture methods.

Results of the survey indicated that 96% of the students felt increased support and a reduction in anxiety. Students also felt their comprehension of statistics was augmented by participation in group exercises. T-tests performed on examination scores revealed no significant differences between the two classes.

Despite the fact that significant differences in achievement were not evidenced between the two teaching methodologies, the qualitative data suggest that cooperative learning techniques positively influence student attitudes regarding subject matter, learning processes, and feelings of competence.

8:00 a.m. - 8:50 a.m. **EXPERT SCIENCE TEACHING: A CONSTRUCTIVIST APPROACH (Symposium)**.....**James Polk**

Organizer: Judith A. Burry, University of Alabama

Presenters: "EXPERT SCIENCE TEACHING EVALUATION MODEL"
Judith A. Burry, University of Alabama

"SCIENCE CLASSROOM OBSERVATION RUBRIC"
Kathleen Pittman, Livingston University

"OBSERVATION OF CONSTRUCTIVIST"
Melanie Turner, University of Alabama

"STUDENT OUTCOME/BEHAVIORS ASSESSMENT RUBRIC"
David Hedgepath, University of Alabama

"Context-Related Characteristics of Expert Science Teaching" is one of the projects funded through the new research and development center known as Center for Research on Educational Accountability and Teacher Evaluation funded from the U.S. Department of Education, Office of Educational Research and Improvement. Our present goal is to improve science teaching in grades four through eight by determining the composite(s) of expert science teaching. We are using multiple instruments to investigate science teachers in grades four through eight who have been identified as excellent science teachers.

We have developed a composite of these science teachers as facilitators of the learning process. These composites have been constructed using the current literature on expert science teaching, teacher assessment, assessing student outcomes, teacher effectiveness, multicultural education, teaching for learning, higher order thinking skills in science, and empirical data.

In addition to the literature, data were collected on 46 teachers from seven states: Alabama, Florida, Georgia, Illinois, Louisiana, North Carolina, and Tennessee. These data consisted of extensive demographic information, classroom observations, student outcome data, pre- and post-teacher interviews, administrator interviews, and student interviews. This information has been combined into the Expert Science Teaching Evaluation Model (ESTEM), which is being implemented on a statewide basis with a peer- and self-evaluation approach.

The purpose of this paper is to present research findings using the ESTEM instruments called the Science Classroom Observation Rubric (SCOR) and the Student Outcome Assessment Rubric (SOAR). Also described will be the current application of the model with an Alabama Dwight D. Eisenhower Mathematics and Science Teaching Professional Development Project involving 40 teachers.

8:00 a.m. - 8:50 a.m. **SCHOOL IMPROVEMENT (Discussion)**.....**Alvin York**

Presider: Rosa L. Kennedy, University of Tennessee

Presenters: "SMALL IS FAR BETTER"

Barbara A. Nye, Jayne Boyd-Zaharias, B. DeWayne Fulton, and Mark P. Wallehorst, Tennessee State University, and Charles M. Achilles, University of North Carolina at Greensboro

The Lasting Benefits Study (LBS) was following up the pervasive effects of small classes for primary-grade students in Tennessee's Student/Teacher Achievement Ratio (STAR) Project. Project STAR, a randomized, longitudinal, statewide experiment, demonstrated that students in small classes (15:1) had statistically significant ($p < .01$ or better) and educationally significant (effect size average .15) achievement advantages over students in regular classes (25:1) and regular classes with full-time teacher aides. This finding was consistent for the Stanford Achievement Test (norm-referenced test or NRT) and Tennessee's Basic Skills First Test (criterion-referenced test or CRT) at each grade level (K-3) and across allocations. STAR has been extended to LBS.

Students in STAR classes for at least the third grade participated in LBS fourth- ($n = 4,230$) and fifth-grade ($n = 4,649$) samples. Achievement was measured by the Tennessee Comprehensive Assessment Program (TCAP) NRT and CRT components. MANOVA analysis for unequal n's revealed that statistically significant ($p < .01$ or better) achievement benefits from participation in small K-3 classes remained after students returned to regular-size fourth-grade and fifth-grade classes. These results were consistent for all measures and across all locations.

The LBS continues; Project Challenge extends class-size results more widely as a policy initiative (preliminary results only).

"INTEGRATING TECHNOLOGY INTO THE CLASSROOM"

James Flaitz, University of Southwestern Louisiana

Momentum for the introduction of technology into the American classroom has steadily built over the past 20 years, in close parallel with the increasing concern and frustration over perceived and real shortcomings in America's schools. However, in the absence of a clearly articulated framework for effectively integrating technology into the culture and routines of American schools, the infusion of technology into education could represent an expensive fad with little discernable impact on important educational outcomes.

In this position paper, the challenges confronted by those attempting to induce change into the dynamics of the classroom through the introduction of technology are explored. The argument is offered that such change must be systemic and systematic, to include a serious examination of curricular choices and goals, and must address important issues such as teacher training and inservice training. A three-tiered model for the intelligent integration of technology into the classroom is discussed, based on a developmental view of skill building among teachers. Implications of this model are examined.

"CREATIVE CHANGE THROUGH UNIVERSITY-SCHOOL COLLABORATION"

Jack Blendinger, Mississippi State University

This paper presents the results of a multi-college, interdisciplinary approach to university-school collaboration. The project involved faculty from three university colleges/schools -- agriculture and home economics, architecture, and education -- representing design, landscaping, and leadership specialties. The project also included administrators, teachers, parents, and community members from three elementary schools. The purpose of the project was to create a master plan for the management, development, and enhancement of an elementary school campus.

The research strategy used to measure effectiveness of the project was the case study. The study's focus was on describing what takes place when university faculty members collaborate with school personnel, parents, and community members for the purpose of encouraging tangible change.

Findings indicate that multi-college, interdisciplinary collaboration on the part of university faculty with school personnel, parents, and community members produces a measurable product -- a product that holds promise for guiding purposeful change.

8:00 a.m. - 8:50 a.m. **COUNSELING (Discussion)** ..... **Andrew Jackson**

Presider: Gloria Richardson, Mississippi State University

Presenters:

"SCHEMATIC MAPS: COGNITIVE TOOLS FOR ENHANCING THE EARLY STAGES OF COUNSELING"

Jennifer L. Peel, University of Arkansas for Medical Sciences, and Donald F. Dansereau and Sandra Dees, Texas Christian University

The purpose of the present studies was to explore the utility of schematic maps as tools for the early stages of both peer and self-counseling. In experiment one (self-counseling), 42 students from undergraduate general psychology classes participated to fulfill course requirements. Participants were assigned to either a schematic map or essay group. They first extracted information about their alcohol-related behavior patterns and then analyzed the patterns from the perspective of a counselor.

In experiment two (peer counseling), 38 students from upper-division psychology courses participated for extra credit. Participants were asked to evaluate behavior patterns, in the form of maps or essays that were presented either in the same form as they were extracted or were transposed to the other format.

In both studies, assessment consisted of questionnaires that addressed the usefulness of the tools in the counseling process. Schematic maps are potentially powerful tools for both self- and peer-counseling. For self-counseling, maps were preferred over traditional essay writing. In addition, the subjective reaction to maps as tools for peer counseling was positive.

"USE OF POWER STATEMENTS IN COUNSELING"

Elizabeth W. Krause, University of Tennessee at Martin

The purpose of this study was to investigate whether women and men prefer different types of power statements made by female and male therapists in an initial therapy session with male clients.

One-hundred and fifty-three subjects (70 female, 83 male) read a counseling scenario, chose the response they preferred the therapist to make, and completed the Power Apprehension Scale (PAS) (Offerman & Schneider, 1985). Comparisons were made based on the gender of respondents who read the scenario, the gender of the therapist in the counseling scenario, the type of power/influence strategy selected by the respondents, and the respondents' scores on the PAS.

Results of a chi-square analysis indicated that there were no significant differences between male and female respondents' preferences for expert power or transformational power, although both male and female respondents seemed to prefer expert power over transformational power. Two analysis of variance procedures were used to determine whether there were interactions among sex of the respondent, sex of the therapist, and type of power statements, with the dependent variables being scores on the PAS (total score and other score). No significant interactions were found. Implications for further study are discussed in light of these findings.

"EFFECTS OF CAMERA ANGLE ON CLIENTS' PERCEPTIONS OF COUNSELORS: A METHODOLOGICAL STUDY OF AUDIO-VIDEO ANALOGUE RESEARCH"

Daniel Gilchrist and David Dietrich, Memphis State University

The purpose of the study was to determine the effects of camera angle and previous exposure to counseling on viewer ratings of a video-taped counseling situation. The analogue counseling session was filmed from two different angles simultaneously. One angle was taken over the shoulder of the client, providing a direct view of the counselor. The second angle provided a side view of the counselor. In neither angle was the client visible. Two-hundred seventy-eight undergraduate and graduate students viewed one of the two different camera angles. The subjects were then asked to fill out a short demographic questionnaire and the Counselor Rating Form.

A t-test for independent samples of the two angles was computed. No significant difference was found ($t = .84$, $p = .404$). A t-test for independent samples of gender was computed for both camera angles. No significant differences were found. No differences were found between subjects with and without previous counseling experience.

The findings of this study supported the exclusion of camera angle as a variable in analogue research and the use of nonstandard camera angles. The results also indicated that subjects watching an analogue tape may differ from actual clients. This implication, if validated, would further handicap the generalizability of analogue research.

FRIDAY, NOVEMBER 13, 1992

8:00 a.m. - 8:50 a.m. **SPECIAL INTEREST GROUP FOR ADMINISTRATION.....William Blount-South**

Presiders: Dwillis Wallman, Western Kentucky University, and Rhetta Massey, Shelby County (TN) Schools

"EDUCATIONAL REFORM AND GOVERNANCE." Participants are requested to bring 25 copies of updates on happenings in their states/areas on the topic of interest.

8:00 a.m. - 8:50 a.m. **SPECIAL INTEREST GROUP FOR TEACHER EDUCATION.....William Blount-North**

Presider: Betty Kersh, University of Southern Mississippi

"OPEN DISCUSSION OF CURRENT TEACHER EDUCATION ISSUES." Educational Reform and Governance.

9:00 a.m. - 9:50 a.m. **EARLY CHILDHOOD EDUCATION (Discussion) .....Henry Knox**

Presider: Charles Faires, Nova University

Presenters: "AN ANALYSIS OF THE NEED FULFILLMENT IMAGERY IN CHILDREN'S FOLK TALES"

Georgia Napier and Munir Ali, Jackson State University

The three major questions on which this study was based were as follows: (1) Do folk tales address themselves to the basic needs of mankind? (2) Do they present life as it is in the real world? and (3) Do they suggest regulations to problems that children may encounter?

Content analysis was the procedure utilized to analyze the 40 individual folk tales selected for this study. Seven categories of basic human needs were identified for examination in the stories analyzed: love, physiological, safety, achievement, knowledge, change, and aesthetic. Questions elicited which need imageries were present, whether a need imagery was satisfied, and how that need was satisfied.

Analysis indicated that: (1) the basic human needs were addressed in the books analyzed; special emphasis was placed on safety, achievement, love, and physiological needs; aesthetic, knowledge and change imagery were also present; (2) life was portrayed as it is in the real world -- positive and negative parent-child relationships; love and rivalry among siblings; positive relationships and jealousy, hatred and animosity were present; and (3) most of the folk tales analyzed suggested resolutions to problems that a child might encounter on her/his way to growth and maturity.

"THE PORTRAYAL OF ECONOMIC DEPRIVATION IN THIRTY SELECTED WORKS OF CHILDREN'S LITERATURE"

Loretta Shird Taylor, Hinds County (MS) Public Schools, and Georgia Napier, Jackson State University

This study was designed to ascertain how economically deprived people were portrayed in children's literature. Deprived characters in selected children's books written by authors and illustrators of Caldecott and Newbery Award winners and Honor Books were the main focus of the content analysis procedures employed on 30 books.

All characters in the books written by authors and illustrators of Caldecott Award and Honor Books were portrayed as attractive while 81.3% were fluent and grammatical, 18.7% displayed no oral communications, 68.8% were poor, 18.7% of medium income, 12.5% within upper income level; 43.8% were black, 18.7% white; 81.3% male, 18.7% female; and 87.6% were of a young age, 6.2% were adults, and 6.2% were portrayed as old.

Attractiveness was a trait portrayed by 81.9% of the characters in the books written by winners of Newbery award and Honor Books; while 70.2% were fluent and grammatical, 29.8% displayed no oral

communication; 79.8% were poor, 19.2% were of medium income, 1.0% were within the upper income level; 27.7% were black, 66% were white; 46.8% were males, 53.2% were female; and 47.9% were young, 43.6% were adults, and 8.5% were portrayed as old.

"PERFORMANCE ASSESSMENT OF PERSONAL CORRESPONDENCE ON THE DEVELOPMENT OF WRITTEN LANGUAGE USE AND FUNCTIONS IN TRADITIONAL AND PROCESS WRITING SECOND-GRADE CLASSROOMS"

Anne C. Hamilton, University of Montevallo

The purpose of this study was to compare the development of written language and use of language functions through personal correspondence in traditional and writing process classes. A quasi-experimental research design was used to examine the effectiveness of pen pal letters between second-graders and university students as a strategy for written language development. The design incorporated quantitative and qualitative analysis.

The study involved 236 students from six traditional and six writing process classrooms, randomly selected after establishing equality of ability with the Wide Range Achievement Test-Revised. Each classroom was placed in one of four groups: traditional control, traditional pen pals, writing process control, or writing process pen pal. The Test of Written Language was used as a pretest and posttest. Two treatment groups were randomly selected to participate in 12 letter exchanges.

Analysis of covariance (ANCOVA) revealed statistical significance between groups at the .05 level. ANOVA results also indicated statistical significance between traditional and writing process classes.

The study analyzed the use of language functions in the written work of 18 randomly-selected children. Qualitative results indicated pen pal letters contributed to multi-function expression. Writing process children provided more decontextualized topics and took more risks.

9:00 a.m. - 9:50 a.m. **ADULT EDUCATION (Discussion).....James Polk**

Presider: J. Linward Doak, Eastern Kentucky University

Presenters: "EFFECTIVENESS OF SUGGESTIVE-ACCELERATIVE LEARNING TECHNIQUES IN TEACHING UNDERPREPARED COLLEGE FRESHMEN"

Vera A. Confer-Owens

A study was conducted to determine the efficacy of two methods in teaching study skills to underprepared college freshmen at a two-year technical institute. This study examined the effectiveness of using traditional methods in comparison to using Suggestive-Accelerative Learning Techniques (SALT). SALT is a holistic method that attempts to engage both sides of the brain by creating a positive learning environment through the use of music and relaxation.

Ninety-two underprepared college freshmen were used as subjects. Subjects were students that were required to enroll in a developmental study skills class. The instrument used in the study was the Learning and Study Strategies Inventory (LASSI). An ANOVA test of significance, at the .05 alpha level, was used to determine whether to reject or accept the null hypotheses.

There were no significant differences found at the .05 alpha level; however, there were some noteworthy mean gain scores on some of the scales. First, on the scales that measured attitude, motivation, and time management, mean gain scores were negative, indicating a lower posttest score than pretest score. There were some very high mean gain scores obtained by women on the anxiety score indicating some gain on reducing anxiety for women.

"IT TAKES A SHOVEL TO DIG A HOLE - PARTICIPANTS' PERCEPTIONS OF TRAINING AFTER THE FACT"

Marvin N. Andrews, University of Alabama at Birmingham

The study investigated perceptions of participants regarding the value of a workshop conducted for the state of Alabama managers and supervisors. Qualitative methodology was used with foreshadowed questions addressing enhanced confidence on the job, an understanding of the workshop concepts, and

participants' value of ordered, constructive approaches to dealing with problem employees.

Telephone interviews were conducted with five subjects approximately six months after a workshop. Results of these interviews were compared with participant reaction surveys completed at the end of the program; attention was given to key themes of interest to the subjects. Content analysis of post-workshop comments indicated a substantial shift in perceptions of those workshop experiences that were significant for participants.

Results called into question the significance of participant reaction surveys completed at training workshops. Also, results suggested that programmatic decisions being considered in response to ratings and comments in day-of-the-program surveys should be tempered with data obtained from participant surveys conducted several months after the program. The study suggested that more extensive research might be directed to the perceived value of selected topics and activities of the state training workshops.

"EXPERTISE AND EXPECTATIONS: HOW PROFESSIONAL KNOWLEDGE FARED IN A COMMUNITY-BASED EDUCATIONAL IMPROVEMENT INITIATIVE"

Ellen S. Faith, Memphis State University

This study analyzed the ways in which the professional knowledge of education experts (professors and professionals) was used by community participants during the first phase of a major community-based educational improvement initiative. Part of a broader qualitative evaluation of the Memphis 2000 project, allied with the America 2000 strategy, this inquiry asked, "What factors promoted or inhibited the use of educational expertise by the community at large in this project?"

Based on a group of 40 participant interviews, both experts and community members, as well as on the broader study of the whole Memphis 2000 process, this analysis examined: (1) the roles of education experts and community participants, (2) the process used to determine the causes and effects of community educational problems, (3) the use of inquiry and research data to develop an improvement strategy, and (4) the different meaning systems of education experts and community members.

The study found that the use of professional knowledge was inhibited by the structure of the process as well as by differences between the expectations of experts and community participants. The inquiry underlines the importance of closing the professional knowledge gap between educators and ordinary citizens.

9:00 a.m. - 9:50 a.m. **RESEARCH METHODOLOGY (Discussion) .....Alvin York**

Presider: Larry G. Daniel, University of Southern Mississippi

Presenters: "DUMMY AND EFFECT CODING IN MULTIPLE REGRESSION: DOES THE CODING SCHEME MAKE A DIFFERENCE?"

Richard Kazelskis, University of Southern Mississippi

The effects of dummy and effect coding in the analysis of multi-way designs for the four most commonly utilized multiple regression methods are examined. It is shown that for one of the more popular methods for analyzing multi-way designs by regression, i.e., the method adjusting an effect for all other main and interaction effects, dummy coding results differ not only across the various methods but within methods as well. In particular, the main effect sums of squares obtained using dummy coding are quite arbitrary in that they are simple main effect sum of squares for the row or column coded all zeros. This is found for both orthogonal and nonorthogonal designs.

"A COMPARISON OF TWO PROCEDURES, THE MAHALANOBIS DISTANCE AND THE ANDREWS-PREGIBON STATISTIC, FOR IDENTIFYING MULTIVARIATE OUTLIERS"

Michele G. Jarrell, University of Alabama

Two procedures, the Mahalanobis distance and the Andrews-Pregibon statistic, for identifying multivariate outliers, were compared under varying conditions of extremeness and dimensionality. Extremeness involved outliers of three or six times the standard deviation of the population. Dimensionality consisted of outliers in one, two, or three dimensions of the data. Three hypotheses were addressed: whether

there would be a significant difference (1) between the two procedures, (2) between the two degrees of extremeness, and (3) among the three dimensions.

Eleven hundred samples were computer-generated from a three-dimensional multivariate normal population. Outliers were induced. Each procedure was run; data were compiled; and ANOVA was done using the number of false outliers and of total outliers identified as dependent variables.

The procedures, the degrees of extremeness, and the dimensions were all statistically significant. The results were analyzed for practical significance using eta-square. Procedure accounted for less than 1% of the variability; choice of procedure was not found to be an important decision. There was a significant difference between the two degrees of extremeness and among the three dimensions.

Both procedures identified valid data points as outliers. Researchers should investigate the results of any outlier identification procedure before determining the fate of suspect observations.

"THE JACKKNIFE: EDUCATIONAL APPLICATIONS"

Eugene Kennedy, Louisiana State University

The Jackknife technique holds promise as a means of addressing many of the problems associated with generalizing results in educational research. Unfortunately, few educational researchers employ these tools. This paper presents applications of the procedures (e.g., Pearson correlations, multiple regression, discriminant analysis, canonical correlation) in the context of complex sampling and experimental (e.g., subject to number of predictors ratios) setups. Using the SAS computing package, a number of MACROs will be presented, and the results from various simulated data will be used to illustrate the potential gains from these techniques.

9:00 a.m. - 9:50 a.m. **STATISTICS (Training)**.....**Andrew Jackson**

Presenters: "LINEAR STRUCTURAL EQUATION MODELING USING LISREL"

Robert M. Hashway, Sanithia Caroline Boyd, Irene Duke, Wilton Barham, LaYvonne Brooks, Cora Hicks, and Mazen Salloum, Grambling State University

. . . . . *A workshop on modeling behavioral data with additional emphasis on using the technique for advising doctoral candidates.*

Classical linear modeling procedures suffer from serious limitation, often called the parametric assumptions and a highly restrictive measurement assumption: measurements are identical to the construct.

That is, if we are interested in I.Q., achievement, locus of control, etc. the measurement instruments must be precise measures of those constructs. Behavioral data most often do not meet that restriction. Measurements are at best linearly related to some construct and are often only homomorphisms. The only methodology for establishing the relationships between concepts with indicant data is Linear Structural Equation Modeling.

The purpose of this 50-minute workshop is to overview the theory, how to specify parameters, specify the model SPSS-X program code, and interpret the results. An additional use of the model is as a guide to help students organize dissertation proposals. Experiences will also be discussed. Examples will be drawn from preliminary analyses of the National Assessment of Educational Progress data for young adults.

9:00 a.m. - 9:50 a.m. **SCHOOL IMPROVEMENT (Discussion)** .....**William Blount-South**

Presider: T. Lee Napier, Jackson State University

Presenters: "HOW TO EVALUATE A SCHOOL'S RESTRUCTURING EXPERIENCE - A FORMATIVE ASSESSMENT AND PROGRESS REPORT"

Scott Steckler, George Cox Elementary School (LA), and Jill B. Slack, University of New Orleans

Most often, educators use conventional assessment approaches, such as standardized or criterion-referenced test scores, to measure school effectiveness. However, such assessment practices are limited to measuring only a few dimensions of school life. Formative assessment techniques of measuring the

effectiveness of school restructuring efforts must take into account all aspects of the school, both common and unique. This research focuses on the practical application of methods of assessing a school in the process of restructuring itself.

George Cox Elementary School, which has a majority of at-risk minority children, sought to restructure during 1991-92 using the accelerated school model. Originally developed at Stanford University, California, support for the project was provided by the University of New Orleans, an acting satellite training center for restructuring according to the accelerated school model.

Methods of assessment took into account a high student turnover rate and other inconsistencies in data collection. Easily measured initial results included: (1) a reduced teacher turnover rate, (2) a decreased suspension rate, and (3) the implementation of a no-failure policy. Discussion will center around plans for formative and summative assessment techniques, implications, and limitations.

"CLOSING THE ACHIEVEMENT GAP: A MODEL FOR SUCCESS"

James M. Jennings, Vanderbilt University

The purpose of the study was to: (1) identify effective early grade intervention models, (2) examine how the implementation of change efforts and early intervention strategies are related to the design of disparity remediation plans, (3) develop a disparity remediation training module for principals using problem-based learning, (4) field test the training module, and (5) evaluate the implementation of the training module.

The problem-based learning module involved a fictitious urban school with achievement disparity, parent involvement, and teacher expectation problems. Elementary principals prepared a three-year disparity remediation plan, wrote an integrative essay, completed an early grade intervention checklist before and after the module, and completed two Likert-scale questionnaires and one open-ended questionnaire.

Although effective intervention programs are scarce, the three programs studied tended to share certain conceptual, design, and implementation aspects. The principals experienced a change in perspective about effective early grade intervention strategies. A relationship between organizational change and collaborative planning was evident. Finally, the problem-based learning process exemplified components of adult learning theory such as self-directed learning, need-based learning, and experiential learning. These results are useful in designing leadership programs that will prepare educational administrators for the 21st century.

"SETTING REGIONAL PRIORITIES FOR AMERICA 2000"

Fred K. Bellott, Mary Berry, Nolan Gray, and Keith McNeil, New Mexico State University

State initiatives addressing realization of the six National Education Goals have taken various forms. New Mexico sponsored statewide and regional conferences to stimulate dialogue among stakeholders about the appropriateness of each goal. New Mexico State University hosted one of several regional conferences during which participants debated the goals' relationship to outcomes of the state's public schools. This report describes these debates and perceptions of participants.

Data were grouped by subpopulations, Educators and Noneducators, then grouped together. Frequencies were weighted by Likert-scale 1-5 for the first eight items. In item nine, the six goals were rank-ordered. Further analyses were conducted by chi-square.

Only number six (69) fell below the midpoint of 87, while number seven (106) was the highest. This shows an overall positive view of responders toward the American 2000 concept and potentials for their schools. The rank ordering of goals showed the first choice goal item A; the lowest ranked was goal item D.

Participants clearly feel the need to give children a head start. They were not as concerned about our world ranking in math and science. These perceptions should be foremost in the minds of program planners as we move toward implementation of America 2000.

9:00 a.m. - 9:50 a.m. **TEACHER EDUCATION (Discussion).....William Blount-North**

Presider: George McCormick, Muscogee County Schools

Presenters: "ENHANCING PRESERVICE TEACHERS' SELF-EFFICACY THROUGH A FIELD-BASED PROGRAM OF REFLECTIVE PRACTICE"

Beatrice K. Volkman, Anthony J. Scheffler, and Marion E. Dana, University of Alabama

The purpose of the study was to determine the effects of field-based reflective practice on preservice teachers' sense of self-efficacy. Subjects in the study were 24 senior elementary majors participating in a four-week field experience. Unlike the 12 subjects assigned to the control group, the 12 subjects in the treatment group participated in an on-site, supervised program of reflective practice. Pre- and post-measures of subjects' self-efficacy were obtained using the Teacher Efficacy Scale, open-ended questionnaires, and reflective journals.

An analysis of covariance, using the pretest scores on the Teacher Efficacy Scale as a covariant, indicated that with an alpha of .05 the treatment group mean on the Teacher Efficacy Scale was significantly higher than that of the control group. An analysis of the qualitative data supported and provided insight into the statistical outcome. Results of the study suggested that participation in a field-based program of reflective practice had a significant positive impact on preservice teachers' sense of self-efficacy.

"SELF-CONFIDENCE AND EVALUATION SKILLS: CHANGES DURING STUDENT TEACHING"

Tracey R. Ring and Gloria Correro, Mississippi State University

The purpose of this study was to determine the changes that occurred during student teaching of elementary education majors regarding their confidence to perform selected evaluation activities. Measures were obtained from 107 preservice elementary education majors immediately before and after their student teaching experience during the fall semester, 1991. Self-confidence was measured by scores from the Mississippi State University Survey of Confidence in Teaching Reading (SRTR), which contained five clusters of reading skills typically taught by classroom teachers including evaluation skills.

Comparisons were made using both analysis of variance and t-tests for dependent groups. Results indicated that student teachers reported significantly higher self-confidence scores on the majority of items assessing their skills to evaluate students in elementary school classrooms.

The paper discusses not only the critical role of providing opportunities for student teachers to develop their interactive teaching skills but their skills to conduct a wide range of evaluation and assessment activities as well.

"PERCEPTIONS OF PRESERVICE TEACHER EFFICACY"

Linda Walker, Mississippi State University-Meridian

The purpose of this study was to determine if there was a significant difference in the perceptions of student teachers' efficacy as measured by a self-constructed instrument containing 30 items related to student teaching competencies. Reliability for the instrument was a Cronbach alpha of .9507 with a standardized item alpha of .9561.

The sample consisted of 24 student teachers, 25 classroom teachers, and eight college supervisors who completed surveys for the 34 student teachers enrolled during the spring semester, 1992. Several demographic areas were considered, but the area of interest was Position, which differentiated between the three groups listed above. Oneway analysis of variance showed significant differences ($p < .05$) among the three positions for the following items: using a variety of teaching methods, attending to routine tasks, demonstration of warmth and friendliness, evaluation of pupil progress, following school policies, maintaining accurate pupil records, and conferencing with parents.

This introduces a longitudinal study employing the instrument to measure perceptions of student teacher efficacy with future groups. Potential uses of the data include program modifications and/or additions as needed for specific competencies.

10:00 a.m. - 10:50 a.m. HEALTH EDUCATION (Discussion) ..... Henry Knox

Presider: Carl Martray, Western Kentucky University

Presenters: "HUNGER IN THE U.S. - DEVELOPING EDUCATIONAL APPROACHES"

Connie F. McMichael and Paula Zemel, University of Tennessee

Hunger affects concentration and learning abilities of children and exacerbate a multitude of other societal problems. School-age children, professionals in education, parents, and other community members need to become more aware of hunger in schools and the community. Available educational materials focus on hunger at the global level. The Community Childhood Hunger Identification Project (1992) estimated that over eight million children in the U.S. are at risk of being hungry. Zemel and coworkers (1992) identified that there were 2.4 hungry children per classroom in one community. Thus, there is a need to include hunger education in school curricula.

A semi-structured interview of hunger experts in the U.S. was conducted to identify strategies to use in the development of hunger education activities. They supported schools as a focal point for hunger education. These experts indicated that the hunger education development process should include students, school personnel, parents, community representatives, as well as those who have experienced hunger. Hunger education activities should be integrated throughout the curriculum. These preliminary findings will guide development and evaluation of hunger education activities.

"SPORTS NUTRITION KNOWLEDGE ASSESSMENT OF PHYSICAL EDUCATORS AND COACHES"

Martin Terence Conkle and Anne G. Tishler, University of Montevallo

The purpose of the study was to ascertain the nutrition knowledge level of aspirant/practicing physical educator/coaches. Data were gathered from 58 subjects enrolled in graduate or upper level undergraduate physical education classes. These subjects were compared to two other tested groups (Foods and Nutrition students, N = 27; and a generic group of students, N = 20). Knowledge scores were obtained for the following scales: Nutrition Supplementation, Fluids and Hydration; Pre-Event Nutrition; Nutrition Composition; Nutrition Terminology; General Nutrition, and Total Score. Opinions regarding various influences on sports nutrition and performance were sought, as well as determining from what sources the subjects got nutrition information.

A ONEWAY comparison of means was performed to find if nutrition knowledge differences occurred between group scores. Significance was determined at the $p < .05$ level. Frequencies and percentages were used to find affirmative responses for nutrition information sources and opinion statements.

Significant differences of scores were found in the direction of the Foods and Nutrition Students on four of seven scales. Health and Physical Education students, and Foods and Nutrition Students were found to score significantly higher on one scale than the General group. Two scales showed no significant score differences at all.

"ADOLESCENTS' DECISION MAKING ABOUT SEXUAL BEHAVIOR"

Russell F. West, James Granger, Sam Humphrey, and Reta Robbins, East Tennessee State University

The purpose of this small-city study was to compare the demographics, sexual practices, and high school students' decision making to peers in metropolitan areas. A physician-guided questionnaire was administered to 80 high school students. The level of sexual activity was not too dissimilar from students in metropolitan areas. Although there is yet perceived protection, because of the distance from AIDS epicenters and from the fact that partners are probably not engaged in high-risk behaviors, such as homosexual acts and intravenous drug use, the frequency of unsafe sex, particularly in the younger female, is worrisome. Trappings of the traditional families do not seem sufficiently protective. Thus, curricular changes are in order, as is a new alliance among schools, students, homes, and health professionals. It is hoped that an expanded study will catalyze these changes.

10:00 a.m. - 10:50 a.m. TESTING, ABILITIES, AND EFFORT (Discussion).....James Polk

Presider: Shirley Byrne, Eastern Kentucky University

Presenters: "FACTORS WHICH PREDICT ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION SCORES"

Kathryne H. Pugh, Tennessee State University

The purpose of this study was to determine if there were predictors for the Advanced Placement English Literature and Composition examination, and, if so, what they were. The target population for this research was the 223 in the 1991 cohort of students in the Metropolitan Public Schools who took the Advanced Placement Literature and Composition examination on May 8, 1991.

One criterion variable, the Advanced Placement English Literature and Composition examination score, and 27 academic variables and two categories were collected. Collected data were entered, and tests were run. A frequencies test determined the means, standard deviations, range, and number of students applicable in the population. A table was reported based on a Pearson product-moment, showing the correlations between the different variables. A regression model for the dependent variable APE for all students was reported. Five predictors were established: the ACT composite score, the PSAT composite score, the Honors English III yearly average, the United States History Advanced Placement examination score, and the ACT math score. Two series of t-tests were run to determine the significance of gender and race with each of the academic variables. Ten observations were made from the conclusions drawn in this study.

"THE UTILITY OF CCSEQ RESPONSES AS PREDICTORS OF ACADEMIC ACHIEVEMENT"

C. Michael Jones, Memphis State University

The purpose of this study was to determine the predictive ability of the collegiate experiences of community college students on their academic achievement. One method of determining the level of student involvement in the community college environment is by use of the Community College Student Experiences Questionnaire (CCSEQ). The CCSEQ measures student participation in activities that promote the development of academic skills. This instrument also gathers information about a student's background, college program, and satisfaction with the institutional environment.

Subjects were students at three community colleges in west Tennessee. Discriminant analysis was performed to identify predictors of academic achievement as measured by self-reported grade ranges. Nine variables were selected as statistically significant discriminators with a resulting Wilk's lambda of .69. The resulting discriminant function was used to classify the subjects based on achievement level; 77.25% of the cases were correctly classified.

Results show that the degree of student involvement in college activities can be used to predict academic performance. However, demographic variables were found to explain a large percentage of variance in achievement level. It is recommended that other variables be included when investigating academic predictors for the community college student population.

"PREDICTING SUCCESS IN COLLEGE-LEVEL GENERAL CHEMISTRY"

Charles W. Davidson, Howard Williams, and John Bedenbaugh, University of Southern Mississippi

The number of students who either drop general chemistry or receive a grade lower than "C" is a perennial problem for university chemistry teachers. It is not unusual for only 25 or 30 percent of those students who enroll in general chemistry to complete the course and to receive a grade higher than a "D." Consequently, most colleges and universities offer an introductory chemistry course for students who have a poor background in chemistry. However, most students attempt to circumvent the course since no credit hours are granted.

The purpose of this study was to develop two prediction equations that would allow accurate advisement of freshman students with respect to taking general chemistry. Age, sex, race, and scores on the Enhanced ACT of approximately 500 students were used to predict scores on a standardized test on general chemistry published by the American Chemical Society and to predict grades in general chemistry. Predictive efficiencies were sufficiently high to allow accurate predictions.

10:00 a.m. - 10:50 a.m. THE FUTURE OF TEACHER PREPARATION(Symposium).....Alvin York

Organizer: Stephanie J. Bond, Auburn University

Presenters:

"OVERVIEW"

Stephanie J. Bond, Auburn University

As John I. Goodlad and the National Holmes Group Initiative have pointed out, education reform must take place at all levels. Just as K-12 education is employing new strategies, teacher preparation programs also must be responsive to society's changing needs. This symposium will discuss how one university is assuring quality teacher preparation programs.

"EFFECTING POLICY THROUGH THE USE OF DECISION SEMINARS"

William L. Deaton, Auburn University

The first step toward renewal and systematic improvement is to bring together representatives from education and appropriate policy makers to begin a dialogue focused on the renewal of teacher preparation programs. Decision seminars were held statewide to develop a comprehensive action plan expressed in the design of a delivery matrix that outlines specific actions and accountability for all major stakeholders. The action plan includes the consensus, conceptualization for goals, priorities, and activities for the improvement of teacher education statewide.

"SCHOOL/UNIVERSITY PARTNERSHIPS"

Stephanie J. Bond and Pamela C. Boyd, Auburn University

School/university partnerships are arrangements in which both are learners and both are teachers. This paper describes a formal arrangement between local school systems and this university and provides insight into successful methods of collaboration. Specifically, it examines the effect of a school/university partnership on the implementation of the National Council of Teachers of Mathematics (NCTM) on curriculum and evaluation standards for school mathematics.

"MULTICULTURAL AND GLOBAL AWARENESS INITIATIVE COUNCIL"

Dawn M. Ossont, Auburn University

This paper describes a council that was established to design and implement actions encouraging the inclusion of diversity topics in all teacher education courses and curricula, the provision of special incentives to recruit students and faculty of diverse cultures, and the cooperation of faculty from colleges within the university in preparing future educators.

"THE CURRICULUM DESIGN UNIT ASSURANCE SEMINARS"

Richard C. Kunkel and Jeffrey Gorrell, Auburn University

The College has adapted a modified model of Harold Lasswell's decision seminars to assure that teacher preparation programs are based on essential knowledge, current research, and sound professional practice. The involvement of local school curriculum supervisors has produced revisions in programs and emphasis on student recruitment. This presentation will detail the activities of the Curriculum Design Unit Assurance Seminars.

"TEACHER ASSESSMENT: LOCAL INVOLVEMENT IN NATIONAL EFFORTS"

Landa Trentham, Auburn University

The University formed a consortium with four local school systems to participate in the field test

of the assessment systems of the National Board for Professional Teaching Standards. Interaction with the systems in this assessment effort will help to identify new avenues of professional development and involvement with the schools, and direct access to information on assessment of highly accomplished teaching will add to the sophistication that can be brought to bear on the improvement of undergraduate teacher preparation programs at the University.

A question and answer period will follow the presentations.

10:00 a.m. - 10:50 a.m. RETENTION (Discussion) .....Andrew Jackson

Presider: Jackie Moore Woodbury, University of Tennessee

Presenters: "AN ANALYSIS OF THE POTENTIAL EFFECTS OF AN ACHIEVEMENT -TEST-BASED STUDENT RETENTION POLICY ON SCHOOL EVALUATION EFFORTS"

Jimmie C. Fortune and John M. Williams, Virginia Tech

This study investigated the effects of implementing either a Bureau of Indian Affairs (BIA) or local school student retention policy on achievement test scores accumulated over three years. California Test of Basic Skills (CTBS) scores [Normal Curve Equivalents (NCE) and Grade Equivalent Scores (GES)] from 2537 students in grades three through eight in one North Carolina school district were used for three years to simulate student retention effects under BIA and local school policies establishing different criteria for passing or failing grade levels.

Dependent t-tests were used to test for differences in NCE and GES scores for grades three through eight under actual (school) and simulated (BIA) retention policies in each of three years of implementation. Two-way analysis of variance was also used to evaluate the combined effects of grade and actual (school) versus simulated (BIA) retention policy on achievement NCE and GES scores in years two and three of policy implementation.

NCE and GES scores achieved under actual and simulated retention policies were significantly different across grades and policies. The simulated BIA policy resulted in systematically inflated NCE scores over three years of implementation in grades three through eight. Students retained under BIA policy in each grade level "gained" 0.5-10 NCE's as an artifact of the retention policy.

"THE EFFECTS OF RETENTION IN ELEMENTARY SCHOOL ON THE SUBSEQUENT SCHOOL EXPERIENCE"

Janie H. Snyder, Unicoi County (TN) Schools, and Russell F. West, East Tennessee State University

The purpose of this study was to examine the impact of retention on the academic performance of students retained in the third and fifth grades during the 1985-86 school year. A retrospective follow-up study was used to analyze changes in students' academic test results. Another purpose was to interview teachers who had retained students and the teachers who had taught the children the next school year in order to identify changes in instructional approaches.

Forty students who had been retained in four schools systems from northeast Tennessee were matched according to sex and similarly scaled scores on the Stanford Achievement Test. Test scores were compared by grade and by year from 1986 through 1989. An interview guide was used to identify instructional approaches used by teachers both prior to and after the retention. Answers were categorized according to physical, social, academic, behavioral, emotional, programmatic, and instructional factors that were common to retained students.

Findings indicated there were increased academic gains for students who were promoted rather than retained. Findings also indicated minimal programmatic intervention for students during the retention year. Most teachers relied on physical, social, and behavioral maturity to aid students in their academic success. The implications for retention policy makers are discussed.

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"THE EFFECTS OF NONPROMOTION ON THE FAMILY AND ON THE HOME-SCHOOL RELATIONSHIP"

Robbie Anderson, Johnson City (TN) Schools, and Russell F. West, East Tennessee State University

The purpose of this study was to uncover the feelings and reactions of students and their parents in regard to the relationship between the home and the school. Families with children who had been retained at least once in grades one through eight were purposefully selected as units of study from one of four area school systems. A total of 48 family members from 18 families participated in 42 separate, qualitative interviews. The information collected from the interviews was inductively analyzed.

The more aware parents were of their child's academic struggles, the more likely they were to accept and even seek out retention as an acceptable educational strategy. In fact, parents of families experiencing a great deal of stress due to a child's academic difficulties reported a reduction in stress following the nonpromotion.

Parents who remained resistant to a retention decision had not been undergoing school-related stress prior to the retention, and the retaining teacher's rationale for the nonpromotion was either unrecognized or rejected. Many of these family members expressed feelings of bitterness toward school personnel -- especially if the nonpromoted student had not assimilated the retention experience.

10:00 a.m. - 10:50 a.m. RESEARCH METHODOLOGY AND ASSESSMENT
(Discussion) .....William Blount-South

Presider: Diane Cudahy, University of Tennessee

Presenters: "RESPONSE RATE EFFECTS OF THREE QUESTIONNAIRE FORMATS"

John M. Enger, Tom G. Manning, Russell E. Shain, Lonnie E. Talbert, and Donald E. Wright, Arkansas State University

The purpose of this investigation was to contrast response rates of three formats for the same 20-item questionnaire: (1) a two-page questionnaire, to be returned in an accompanying self-addressed stamped envelope; (2) a format utilizing smaller type and condensed format to present the questionnaire items on a single page, to be returned in an accompanying self-addressed stamped envelope; and (3) the single-page questionnaire incorporated into a self-mailer in lieu of the return envelope.

A wide-scale questionnaire mailing to university baccalaureate graduates was made to survey their perceptions on the effectiveness of the education they had received. The three questionnaire formats were sequentially assigned within each college. Since the questionnaires and return envelopes were only identifiable by college, responses were anonymous, so there was no follow-up mailing.

Of 7,078 questionnaires sent, 1,819 were returned (25.7%). Response percentages across the three questionnaire formats were: (1) 27.73%, (2) 26.21%, and (3) 23.16%. Significantly more responses were received using the first two formats (both used enclosed envelope) than the third (which was a self-mailer). The questionnaire items were analyzed using a four-point Likert scale. In contrasting student responses across the three questionnaire formats, only one significant difference was noted among the 20 questionnaire items.

"A SYNTHESIS OF THE RESEARCH ON ALTERNATIVE ASSESSMENT METHODS IN TEACHER EDUCATION"

Margaret L. Glowacki and D. Joyce Steele, University of Alabama

The controversy regarding the use of multiple choice tests in education is a continuing topic of research. Many researchers believe that the widespread use of multiple choice tests has led to a narrowing of the curriculum and emphasizes recall of knowledge rather than measuring an examinee's ability to think and understand, and that alternative assessment methods need to be examined. The purpose of this paper was to examine and synthesis the literature regarding the use of multiple choice tests and alternative assessment methods in teacher licensing programs.

Some of the alternative assessment methods being researched included portfolios, simulations, case studies, oral responses (interviews or presentations), classroom observations, and critiquing videotaped

classroom scenes. The most widely researched method is portfolios. Portfolios have been seen as a method of having preservice teachers synthesize what they have learned throughout their program. Discussion included the implications of using multiple choice and alternative assessment methods, reliability and validity issues (rater reliability, consistency of judgment), the feasibility of using alternative assessment methods in large-scale assessment, and a review of studies conducted using alternative assessment methods.

"INTERRATER AGREEMENT INDICES FOR PERFORMANCE ASSESSMENT"

Judith A. Burry, Brad S. Chissom, CeCelia Laurie, and Yi-Cheng Wu, University of Alabama

Reliability measures can be obtained for performance assessment results that are calculations of variance components that require an extensive knowledge of statistics and measurement. Often, individuals who are involved with performance observations do not have the background to do the calculations for determining reliability. Interrater reliability is calculated using a Pearson-product-moment correlation and may even be too ambitious a project for some individuals.

The authors of this paper propose a less sophisticated approach for establishing the degree of agreement between two raters. Six algebraically equivalent rater agreement indices (RAI) can be calculated for rating performance behavior having k points or intervals up to multiple raters and multiple behaviors. A total RAI can also be calculated. If norm data are available, the same basic equations can be used to calculate an absolute index. A computer program has been written to implement all six RAIs.

Results using these methods suggest that these formulas are a much easier and are a sufficient way of obtaining an index of interrater agreement on performance measures.

10:00 a.m. - 10:50 a.m. DRUG EDUCATION (Discussion) .....William Blount-North

Presider: Frieda Davis, University of Tennessee

Presenters: "ISSUES RELATED TO ADOLESCENT SUBSTANCE ABUSE"

Dan L. Thompson, Arkansas State University

Explaining teenage drinking behavior requires a conceptual framework that is complex and multidimensional. Typically, programs focus on teaching teenagers what is "correct" while ignoring the challenge of inculcating decision-making skills.

This presentation will review findings from the National Adolescent Student Health Survey conducted from 1985-1989 by the American School Health Association. The survey sample consisted of 11,400 students in 8th and 10th grades, from 224 schools in 20 states. Specifically addressed are topics related to adolescent drinking to include the prevalence of combined alcohol and drug use in a single setting and the relationship between the age of first alcohol use and the development of heavy drinking or poly-drug abuse.

Developmental factors that may lead children to heightened risk for alcohol problems, the association between alcoholism and attention deficit hyperactivity disorder and childhood conduct disorder, the effects of alcohol abuse on the health of adolescents, and the effects of alcohol and sexual risk-taking in adolescents are noted. School-based student assistance teams will be described.

"IDENTIFYING THE BEST SCENARIO FOR USING SCHEMATIC ORGANIZERS AS INTEGRATION TOOLS FOR ALCOHOL-RELATED INFORMATION"

Jennifer L. Peel, University of Arkansas for Medical Sciences, and Donald F. Dansereau and Sandra Dees, Texas Christian University

The goal of the present study was to examine scenarios for using two schematic organizers, schematic knowledge maps, and conceptual matrices in integrating episodic and semantic knowledge about alcohol. Seventy students from undergraduate general psychology classes participated for course credit. Participants were assigned to either a schematic organizer group or an essay writing group. These groups were subdivided further into two treatment sequences: episodic/semantic and semantic/episodic. The episodic

activity required participants to complete materials using their own alcohol-related experiences, whereas the semantic activity required participants to annotate expert materials.

Assessment measures used were consumer-satisfaction questionnaires and free-recall tests. While no preferences were established for any one scenario, the episodic activities were rated higher than the semantic activities regardless of integration sequence. The semantic/episodic integration scenario did produce higher recall scores for the expert information.

"QUALITATIVE ANALYSIS OF TEACHING STRATEGIES IN THE DRUG ABUSE RESISTANCE EDUCATION (DARE) PROGRAM TAUGHT IN FIFTH GRADE IN KNOX COUNTY SCHOOLS BY THE KNOXVILLE POLICE DEPARTMENT"

Connie Roberta Green, University of Tennessee, and Bob Wooldridge and Dennis Bowman, Knoxville (TN) Police Department DARE Officers

This study sought to determine the teaching strategies used by DARE officers in fifth-grade classes. The purpose was not to ascertain a correct or incorrect teaching strategy but to create a sharing of strategies among officers teaching DARE. By utilizing various information processing strategies, officers may enhance lessons for an individual or a class to help deter substance abuse.

Phase One objective was to observe various instructional strategies utilized by officers that result in effective teaching of DARE lessons.

Methodology included a participant observer trained in information processing models who qualitatively kept logs for three months of officers' classroom dialogues in six Knox County elementary schools involving 13 different classes.

Log entries were coded according to categories of information processing models. Components observed were: exemplars, non-exemplars, concepts, subordinate concepts, advance organizers, analogies, and eliciting questions. Order of strategies and classroom management techniques were noted. Components occurred naturally; officers had not been trained.

Phase Two will be students' perceptions of teacher strategies in relation to information processing models.

11:00 a.m. - 11:50 a.m. GENDER DIFFERENCES (Discussion).....Henry Knox

Presider: Dwillis Wallman, Western Kentucky University

Presenter: "GENDER DIFFERENCES IN ACADEMIC ACHIEVEMENT TEST SCORES"

Laura F. Hayes, Swifton (AR) High School, and John R. Slate, Arkansas State University

Recently, the federal government reported that females score lower than males on standardized tests of achievement in math and science. A search of the research literature yielded a scarcity of studies that have investigated the presence of gender differences. This study was conducted to ascertain whether gender differences were present in Metropolitan Achievement Test-6 (MAT6) scores.

Data were collected on all 164 students in grades one through 12 who had completed the MAT6 in the spring of 1991 at a rural school district in northeast Arkansas. Data were recorded from students' permanent records at school for all MAT6 sub-tests.

Analysis of variance procedures indicated the presence of significant gender differences. Females exhibited higher scores in Vocabulary, Reading Comprehension, Math, Spelling, Language, and Composite Battery. No differences were found between females and males in science, social studies, and research skills. Males did not score higher than females on any MAT6 sub-test.

Contrary to national reports, females in the sample consistently obtained higher test scores on the MAT6 than did males, even in math. These data provide evidence that the issue of gender differences in achievement test scores may be more complex than typically thought.

"GENDER DIFFERENCES IN STUDENTS' ATTITUDES AND PERCEPTIONS REGARDING THE NATURE OF MATHEMATICS"

Nancy C. Keese and E. Ray Phillips, Middle Tennessee State University

This research investigated gender differences in attitudes and perceptions about the nature of mathematics: what it is, how to do it, and feelings about it. Students participating in the study were administered two surveys: (1) the Dutton Attitude Scale, which is designed to measure general attitude toward mathematics, and (2) an investigator-designed questionnaire designed to assess students' mathematical background, perceived differences in male/female performance, and beliefs about mathematics.

Two algebra I and two algebra II intact classes were randomly selected from algebra classes in three high schools involving six teachers and 200+ students.

Analysis of data was descriptive involving comparison of boys and girls in algebra I and II. Gender differences in perception were found. Boys more often found mathematics an organized subject, and girls more often found mathematics a set of unrelated ideas. Perceptions of difficulty of subject changed from algebra I to algebra II. Analysis of data was used to discuss questions and issues such as: (1) Do students perceive male/female differences in mathematics performance? (2) Do gender differences exist in students' perceived need to study mathematics? (3) Do gender differences exist in students' beliefs about the nature of mathematics?

"GENDER DIFFERENCES IN RELATION TO SELF-CONCEPT"

Mark T. Barisa and Marty J. Alberg, Memphis State University, and Brenda McSparrin, Memphis (TN) City Schools

Current newspaper and magazine articles frequently describe the self-esteem of American females as being lower than that of their male counterparts. In 1991 the American Association of University Women (AAUW) commissioned a study that has received widespread recognition. Their results suggested that white females leave adolescence with a lower self-concept than do males.

The purpose of this study was to compare the scores of males and females on two self-concept scales to examine any differences among the total scores as well as the total scores. The Self-Concept as a Learner Inventory and the Multidimensional Self-Concept Scale were administered to approximately 200 high school and 200 middle school students in Tennessee during April and May of 1991. Repeated measures analyses were used to compare any differences among the subscales of the two instruments, and ANOVAs were used to compare differences among the total scores.

The results of the analysis did not confirm the findings of the AAUW study. The self-concept scores of females were not significantly lower than those of males. Implications of this study suggest that further study needs to be made on differences in self-concept scores on the basis of gender.

11:00 a.m. - 11:50 a.m. RESEARCH ON INTERVENTION PROGRAMS FOR AT-RISK ELEMENTARY STUDENTS (Symposium).....James Polk

Organizer: Steven M. Ross, Memphis State University

Presenters: "RESEARCH ON INTERVENTION PROGRAMS FOR AT-RISK ELEMENTARY STUDENTS"

Steven M. Ross and Lana J. Smith, Memphis State University

During the past year, the presenters have implemented and evaluated several intervention programs projects designed to help at-risk elementary children to succeed academically. The present symposium will consist of four papers describing these programs and their research outcomes. Both curriculum and research materials will be shared with audience members. Audience reactions and questions will be invited.

"EVALUATION OF THE 'SUCCESS FOR ALL MODEL' IN THREE CITIES"

Steven M. Ross, Lana J. Smith, Ann Faulks, Brenda Johnson, Carole Bond, Jason Casey, and Ann Crawford, Memphis State University

The Success for All model (Slavin et al., 1990) is designed to prepare at-risk children to perform at grade level by the third grade through strategies consisting of (1) cross-grade regrouping in language arts, (2) individual tutoring, (3) reduced class sizes, and (4) cooperative learning. This paper will describe the implementation and evaluation of SFA at schools in Memphis (2nd year), Montgomery (1st year), and Ft. Wayne (1st year).

"TEACHING LANGUAGE ARTS SKILLS THROUGH PROCESS WRITING"

Melissa Matlock, Steven M. Ross, and Lana J. Smith, Memphis State University

This paper describes a process writing program, "Writing From the Heart," for at-risk student populations that was used and evaluated this year in grades one and two at a Memphis inner-city school. The program elements are (1) modeling and motivating writing, (2) writing "sloppy copy," (3) partner sharing, (4) revision, and (5) editing. Materials, implementation, and evaluation results will be shared.

"EVALUATION OF 'SING, SPELL, READ, AND WRITE' IN AN URBAN SCHOOL DISTRICT"

Carole Bond, Rebecca Goldstein, John A. Nunnery, Lana J. Smith, and Steven M. Ross, Memphis State University

The Sing, Spell, Read, and Write (SSRW) program is designed to develop early readiness and motivation for reading and language skills development, emphasizing phonics and active learning. The present study evaluated a citywide implementation of the program in which SSRW classes were compared to matched control classes on attitudes, activities, and achievement in reading, writing, and spelling.

"USING SENIOR CITIZENS AS MENTORS FOR AT-RISK STUDENTS"

John A. Nunnery, Ann Crawford, Steven M. Ross, and Verkota N. Reddy, Memphis State University

This study involved training senior citizens to serve as tutor-mentors for at-risk elementary students at two elementary schools. Following a training program, the mentors worked with individual students for two half-hour sessions each week, with emphasis on basic skills in communication arts. The presentation will describe the model, evaluation methods, and outcomes over a two-year period.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion) ..... Alvin York

Presider: J. Jackson Barnette, University of Alabama

Presenters: "AN EXAMINATION OF TEACHER CERTIFICATION LEVEL AND TEACHER PERSONALITY TYPE"

Ann D. Chapman and J. Linward Doak, Eastern Kentucky University

This study examined the relationship between teacher certification level and teacher personality type. If certain personality types are most compatible with inservice and preservice teacher satisfaction, students can be better advised regarding careers in teacher education. The Personality Mosaic Inventory was administered to 118 undergraduate and 142 graduate education students attending a regional university during the spring and summer of 1992. This instrument describes individuals in terms of the six personality types conceptualized by John Holland. Data related to satisfaction with the teaching profession were also collected.

It was hypothesized that elementary teachers would be primarily Social Personality type while high school teachers would be primarily Investigative Personality type. Mean scores for each certification level on the personality types were compared using t-tests and analysis of variance. The relationship between personality type, certification level, and satisfaction with teaching was also examined.

Preliminary analysis indicated that individuals at all certification levels had a variety of interests related to career choices and satisfaction with teaching as a profession. These results will be helpful to

both academic advisors and counseling center personnel as they work with students who are considering teaching careers.

"A COMPARISON OF ACADEMIC PERFORMANCE OF SPECIAL EDUCATION STUDENTS AND EARLY CHILDHOOD/ELEMENTARY EDUCATION STUDENTS ON SPECIFIC GENERAL EDUCATION COURSES"

David Naylor, James Mainord, Roger Lewis, and Kathleen Atkins, University of Central Arkansas, and James Whorton, University of Southern Mississippi

The purpose of this study was to determine if differences existed in academic performance on specific general education courses between students majoring in special education and students majoring in early childhood/elementary education.

All students who graduated between August 1990 and May 1992 with degrees in special education and early childhood/elementary education were compared on the basis of grades obtained within the content areas of English, History, Math, Geography, Biology, and Physical Science. The assigned grades were analyzed using SPSS-X. The results were presented in graphic and narrative formats.

The results were discussed relative to the differences between groups and their implications for teacher training.

"A COMPARATIVE STUDY OF 1985 AND 1991 TEACHER EDUCATION CANDIDATES"

Qaisar Sultana and Paul Wirtz, Eastern Kentucky University

Nineteen-eighty-five and 1991 EKU teacher education candidates were compared to: (1) analyze the differences in written communication, (2) compare grade point averages, and (3) examine reasons for selecting the teaching profession.

A total of 100 randomly-selected essays, "Why I Want To Be a Teacher" (50 from each year), were evaluated through blind reading on a six-point scale based on the rubric developed by EKU's Writing Requirements Committee. Means were subjected to a t-test to determine significance of difference. The means of GPAs of the two groups were also subjected to a t-test. Each essay was reread. Reasons given by candidates for selecting the teaching profession were noted. These were assigned to one of nine categories. The frequency of response in each category was counted. Z-tests were performed to determine significant differences between the number of responses by the two groups in each category.

Results of t-tests on GPA and writing scores did not show significant differences between the two groups. Three categories of reasons were found to be statistically significant.

Investigators concluded that the reasons candidates stated for choosing to be a teacher have changed. No other significant changes were found.

11:00 a.m. - 11:50 a.m. ADMINISTRATION (Discussion) ..... Andrew Jackson

Presenter:

"BLACK FACULTY RESPONSES TO TENURE AND PROMOTION REQUIREMENTS"

Adriane Robinson, Sharon E. Ferguson, Jimmie C. Fortune, and Kusum Singh, Virginia Tech

Retention of black faculty, particularly at predominately white institutions, is a continuing problem. Perhaps the primary barrier to retention is related to tenure requirements. This study reports the findings of a 1989 survey prepared by the Virginia Association of Black Faculty and Administrators (VABFA). The survey was designed to assess black faculty and administrator's satisfaction with the promotion and tenure processes, retention and recruitment activities, and affirmative action efforts.

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A survey was sent to 1,054 black faculty and administrators. The analyses are based on the responses of 413 respondents. Responses to questions concerning tenure and promotion and a comparison of mean differences on satisfaction variables by gender, institutional type, duration of work, and nature of position are reported.

Responses regarding retention of black faculty and administrators indicate a general perception of inequity among faculty members. This inequity is felt in the areas of recognition of professional contributions, consideration for promotion, consideration for tenure, salary, and involvement as peers by colleagues. Gender differences are revealed. Black males reported a greater level of satisfaction than females on most satisfaction variables.

This paper seeks to identify potential program avenues to address the problems of retention and tenure and promotion barriers.

"MEASUREMENT OF ECOLOGICAL DISSONANCE WITH BASES OF POWER"

Shang-Ping Lin, Mississippi State University

The present study was designed to develop a new measure of ecological dissonance for an organization and to assess its relationship with alienation, involvement, and satisfaction. Questionnaires were administered to 94 faculty members of Mississippi State University. Ecological dissonance was defined as the composition of the differences between the rates assigned to the subject's perception of actual power usage and the rates assigned to the subject's preferred power usage. The five bases of power were the reward, referent, legitimate, coercive, and expert power.

It was hypothesized that those respondents who experienced ecological dissonance were also alienated, not involved, and dissatisfied with their jobs. It was also hypothesized that the ecological dissonance levels were different within the department head, dean, provost, and president's position and affected different degrees of worker morale.

Correlation analyses indicated significant ($p < .05$) relationships among the measures of ecological dissonance, alienation, involvement, and satisfaction. Regression analysis revealed that the ecological dissonance generated within the department heads' influence system was the best predictor of the faculty members' morale. The repeated measures analysis of variance revealed that the four ecological dissonance levels were significantly ($p < .05$) different. The results supported the hypotheses. Further discussion and suggestions were provided.

11:00 a.m. - 11:50 a.m. TESTS (Discussion).....William Blount-South

Presider: Sheldon B. Clark, Oak Ridge Associated Universities

Presenters: "A DESCRIPTIVE COMPARISON OF TEST-ITEM STATISTICS FROM ITEMS UTILIZED IN AN ITEM PILOT, A FORM PILOT, AND LIVE ADMINISTRATIONS OF THE ALABAMA HIGH SCHOOL GRADUATION EXAMINATION: THE 1992 UPDATE"

D. Joyce Steele, University of Alabama

The problem or purpose of this study was to validate the test development procedure for the Alabama High School Graduation Examination (AHSGE) by comparing the difficulty level and the discrimination index of common test items on the initial item pilot, the test booklet form pilot, and the 18 live administrations.

The summary of methods included a descriptive comparison of statistics for pilot data, two form pilots, and 18 live administrations of the AHSGE. The difficulty level and discrimination index were computed for the items on each pilot and live administration. This study describes the continuing trend for the total test and each competency.

The results of the study demonstrated the stability of the difficulty level and discrimination index of common items from pilot administrations to the live administrations. This validation of stability was essential because the test development procedure and the pass score were based on pilot data.

The conclusions of the study were that the difficulty level and discrimination index were consistent from pilot administration to the live administration of the AHSGE. As in earlier studies, the results of this study support the validation of the test development procedure used for the AHSGE.

"VALIDATION OF THE SCHOOL SOCIAL WORKER TEST AND RECOMMENDATION OF PERFORMANCE STANDARDS ON ETS SUBJECT-MATTER TESTS FOR INITIAL TEACHER LICENSURE IN TENNESSEE"

Harry L. Bowman, John R. Petry, Ernest A. Rakow, and David M. Watt, Memphis State University

A study was conducted in 1992 with five subject-matter tests for potential use in the initial licensure of teachers in Tennessee. Four of the tests had been previously validated, and one was a candidate for validation. State regulations require that the validity and minimum qualifying scores of tests must be established prior to use for teacher licensure.

Validity is addressed from two perspectives: congruence between test content and professional preparation programs (higher education faculty reviewers) and job relevance of test content (practitioner reviewers). Setting standards for valid tests utilizes data from experts (higher education faculty and practitioners) on the estimated performance of minimally qualified initial licensure applicants. Validity decisions and minimum score recommendations are made by an independent committee.

A total of 75 reviewers and 10 committee members participated in the study. One result was that the one test requiring a validity decision was valid to use as an initial licensure test in Tennessee. Minimum scaled scores were recommended for two of the four other tests, both of which had sufficient numbers of examinees to provide normative data.

"EFFECTS OF ITEM PARAMETERS ON ABILITY ESTIMATION IN ITEM RESPONSE THEORY"

Jwa K. Kim, Middle Tennessee State University

Effects of item parameters on ability estimation were investigated through Monte Carlo studies utilizing the Expected-A-Posteriori (EAP) estimation. The three-parameter logistic (#PL) model was applied throughout all situations. Three values of the discriminating parameter (a = .5, 1.0 and 2.0) and four different distributions of item difficulty (difficult, easy, normal, and uniform) were specified. For each of the 12 test situations, 16 quadrature points and corresponding weights from a Gauss-Hermite numerical integration table were selected as true abilities and their probabilities, respectively. One hundred pseudo-random numbers were generated for each quadrature point and were compared to each of the 16 points to result in item response matrices. Both bias (estimated ability-true ability) and standard error of the estimation were computed.

A 3 (a-values) X 4 (b-distributions) MANOVA on the combination of bias and standard error showed a significant discriminating parameter effect, $F(4, 166) = 33.38$, $p = .0001$. Neither item difficulty parameter nor the interaction effect were significant. Subsequent univariate ANOVA's showed a significant discriminating parameter effect on standard error, $F(2, 84) = 79.91$, $p = .0001$, and nonsignificant effects for all other factors. As the value of the discriminating parameter increases, the standard error decreases.

11:00 a.m. - 11:50 a.m. INSTRUCTION AND LEARNING (Discussion) .....William Blount-North

Presider: Gale V. Medley, Naval Technical Training

Presenters: "THE EFFECT OF TEACHER, PARAPROFESSIONAL, AND PEER MONITORING ON STUDENT LEARNING"

Ronald Spencer, Coalfield (TN) High School, and Oneida L. Martin, Tennessee Technological University

Effective teaching research shows monitoring seatwork/homework assignment as an instructional process for student achievement. Only classroom teachers have been identified as the learning monitor.

An experimental study examined the effects of four teacher monitors with student learning. Forty-three seventh- and eighth-grade math students were randomly assigned to a teacher, peer, paraprofessional, and self-monitoring group. Monitoring instructions were given for seatwork/homework assistance for each group for a six-week grading period. Daily and weekly grades and final test grades were recorded, along with I.Q. scores. Grades were averaged, ranked, and compared within and between groups.

Some results showed that while seventh graders scored higher with teacher help, eighth graders scored higher with peer help. Eighth-grade scores were the same with teacher and paraprofessional help ($M = 79$). There was a significant monitoring difference within and between groups ($p < .05$). IQ scores also contributed to some of the differences.

Personal monitoring supported students' learning assignments. The study concluded that when trained properly, other learning monitors can facilitate individualized student learning. This study is significant for developing teacher support with student achievement.

"THE INFLUENCE OF PROBLEM-SOLVING STRATEGIES ON PERFORMANCE OF DIVERGENT AND CONVERGENT THINKING TASKS"

Linda W. Morse, Mississippi State University

The purpose of this paper was to explore the relationship between how subjects report using specific problem-solving strategies including their personal best strategy and performance on a set of convergent and divergent thinking tasks. Data were collected from 96 undergraduates who responded to a questionnaire about their problem-solving strategies or styles (PSSQ) and whether they had taken a course on creative learning skills. Additionally, they took a test containing six problems: two brainstorming tasks, two probability questions, one murder mystery, and one syllogism.

A multiple regression analysis was computed using gender, previous training, and factor scores from the PSSQ for predicting performance on each of the test tasks. Significant relationships were found for all but two of the problems (the easiest and the most difficult). The predictors selected varied by problem, suggesting that there is a relationship between a strategy and the problem solution it may foster. For the personal best strategy reported, no significant differences were found between strategy and task solution, except for the syllogism. This study offers empirical evidence to support learning strategy training with specific approaches, rather than the intuitive approach that is generally used.

"TEACHER PERCEPTIONS OF SELF AND SYSTEM IN READING INSTRUCTION"

Lynn R. Holifield, Eileen Lacour, and Mark G. Richmond, University of Southern Mississippi

The purpose of this presentation is to describe the development of an instrument to measure the relationship between what classroom teachers think they do in the classroom and what they believe the system should do in support of the writing/reading connection; the validation of the measure derived from the literature; the implementation of the instrument and accompanying investigation of the relationships.

The instrument was developed from a comprehensive review of the literature relative to the collaborative teaching of writing and reading. A validation study was conducted using a class of graduate students from the same geographic region in which the study was conducted, but from a different state and university. Correlations were established between the validation instrument and the Theoretical Orientation to Reading Profile as well as a self-reporting measure. Following validation, data were collected from a moderately-sized county school system.

Results of the analysis of validation data suggested moderate correlation with the TORP and high correlation with the self-report measure. The instrument scores indicate teachers did not have sufficient understanding of the reading/writing connection and suggested higher expectations of the school systems than themselves.

MSERA CONSTITUTION AND BYLAWS

CONSTITUTION AND BYLAWS OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
(As Amended November 14, 1991)

CONSTITUTION

ARTICLE I

NAME AND MEMBERSHIP

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

ARTICLE II

PURPOSES

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

ARTICLE III

INCORPORATION

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

ARTICLE IV

OFFICES AND TERMS OF OFFICE

Section 1.a. The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and

one from each of the constituent states.

Section 2.a. The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association to terms of one year for the Vice-President/President-Elect and two years for the Secretary-Treasurer. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as a Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for reelection to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

Section 3. The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

Section 4. The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

Section 5. The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board.

Section 6. The Officers, Directors and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

ARTICLE V

MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

Section 1.a. A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

b. Nominations for any position may be made to the committee by any active member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of

four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

Section 2. The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

Section 3. The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

Section 4. Each Director representing a constituent state shall be elected by the members of the Association who are from the state represented by the respective Director.

ARTICLE VII

MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

ARTICLE VIII

BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may be proposed by an active member of the Board of Directors or any active member of the Association.

ARTICLE IX

AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

ARTICLE X

AUTHORITY FOR CONDUCTING MEETINGS

Section 1. Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

Section 2. This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any time by written recommendations of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum

of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

Section 2. The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

BYLAWS

ARTICLE I

CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

ARTICLE II

DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

Section 1.a. The President shall preside at all regular and special meetings of the Association and all regular and special meetings of the Board, or shall designate an individual to assume this responsibility.

b. The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

c. The President shall appoint committees of the Association as necessary to perform specific responsibilities with the chair of each committee serving as a non-voting representative to the Board.

d. The President shall appoint editors for the Proceedings of the Annual Meeting and any periodic publications of the Association with each editor serving as a non-voting representative to the Board.

Section 2.a. The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

b. The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manuals of the Association. These materials shall be distributed at biannual meetings of the Board and the committee chairpersons as appropriate.

Section 3.a. The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

b. The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

c. The Secretary-Treasurer shall prepare and submit the books of the Association for an annual

audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

Section 4. The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association and perform such responsibilities as are designated by the President.

Section 5. The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

Section 6. The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

Section 7.a. The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the association as directed by the Board.

Section 8.a. The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

ARTICLE III

MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

ARTICLE IV

BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

ARTICLE V

AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

Section 1. The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

Section 2.a. The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

b. The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

Section 3.a. The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association representative to the Board of the Association shall be made in the manner prescribed by the state research association.

b. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organization by persons from the state served by the state research association.

c. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organizations by persons from the state served by the state research association.

d. The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

e. The affiliation between the Association and a state research association shall not infringe upon the automony of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

f. The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

g. Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

ARTICLE VI

ARCHIVES OF THE ASSOCIATION

Section 1. The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

Section 2.a. The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

b. Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as

determined by the Board and the agency or institution.

c. Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

Section 3.a. An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

b. The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

c. A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

Section 4.a. The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

b. A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

c. Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

PAST PRESIDENTS OF MSERA,
AND
PREVIOUS RESEARCH PAPER AND DISSERTATION/THESIS AWARD WINNERS

PAST PRESIDENTS OF MSERA

1991 ..... Gypsy Abbott Clayton

1990 ..... John R. Petry

1989 ..... Carl R. Martray

1988 ..... Carolyn Williams

1987 ..... William Deaton

1986 ..... John Thornell

1985 ..... Carolyn Reeves-Kazelskis

1984 ..... Robert Rasmussen

1983 ..... Ronald Adams

1982 ..... James McLean

1981 ..... Neil Amos

1980 ..... Harry L. Bowman

1979 ..... Bob Bills

1978 ..... Charles Babb

1977 ..... Doug McDonald

1976 ..... Virginia Horns-Marsh

1975 ..... Fred K. Bellott

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